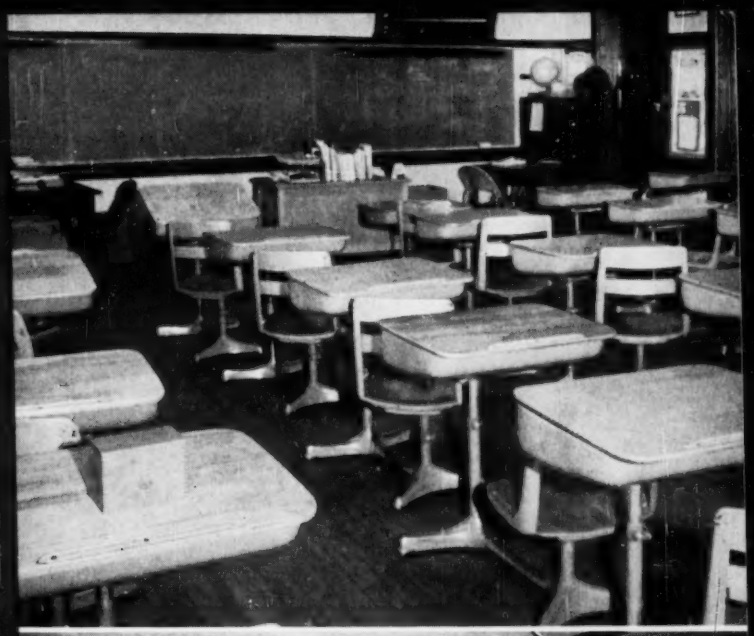
February, 1960

the
AMERICAN SCHOOL BOARD JOURNAL
a periodical of school administration



when does it pay to remodel?

an analysis of new construction versus remodeling costs

(see page 41)

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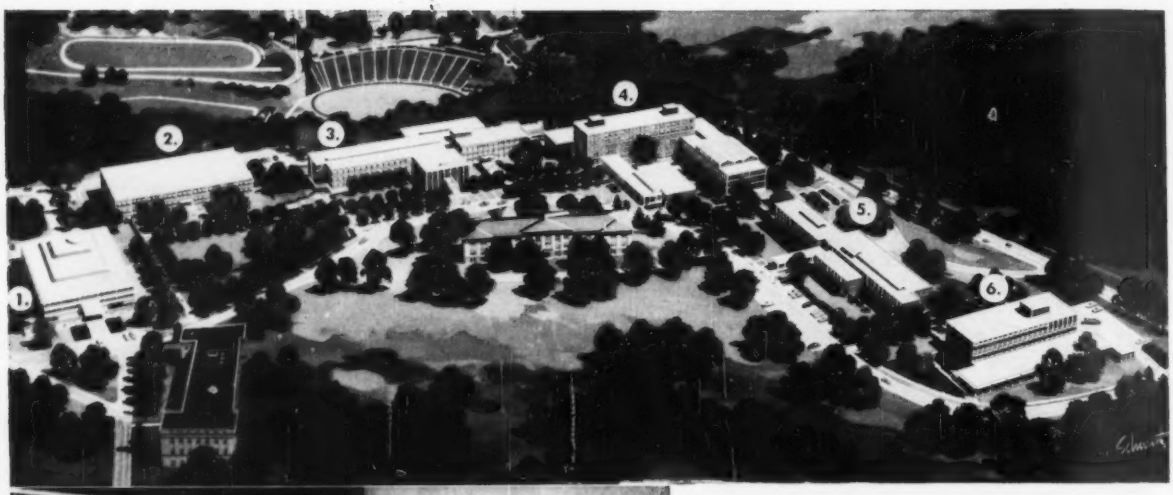

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Principal of new California school

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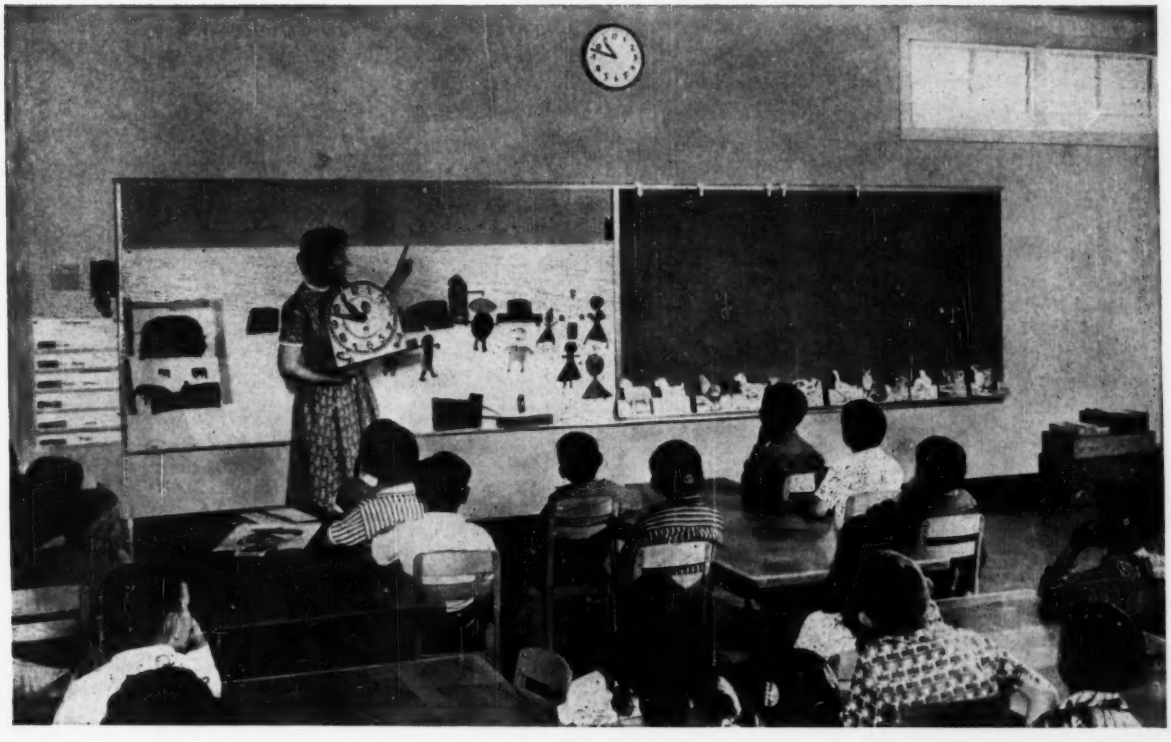

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Your JOURNAL *for February...*

In your JOURNAL for February we believe you'll find a battery of articles on impelling subjects of concern to board members and administrators working to improve the instructional programs of their schools.

Among them:

Programs for the gifted. A question is being asked: Among the many programs for educating the superior child springing up in districts across the country, how many are really effective? To aid you in evaluating and in improving the real values of your programs for your most educable, we've published a checklist (pg. 26) for use in your district.

Compulsory education. Since present laws of forced education were a by-product of the depression of the 1930's, our discussion on the need for redefining forced school attendance (pg. 28) is intended to upgrade teachers' work by separating time-consuming school delinquents from regular classroom activities.

Foreign language courses. A serious obstacle for administrators in smaller high schools in steadying and improving foreign language programs is the problem of teacher turnover. It's possible, however, to go a long way toward maintaining a foreign language curriculum in your school if you can incorporate the practical guides reviewed on page 35.

In addition, the use of committees in our schools is becoming more and more popular. The JOURNAL for February enumerates and explains the eight basic functions of the committee as an administrative device (pg. 23) as well as providing you with principles to guide you in their successful employment.

OUR COVER...

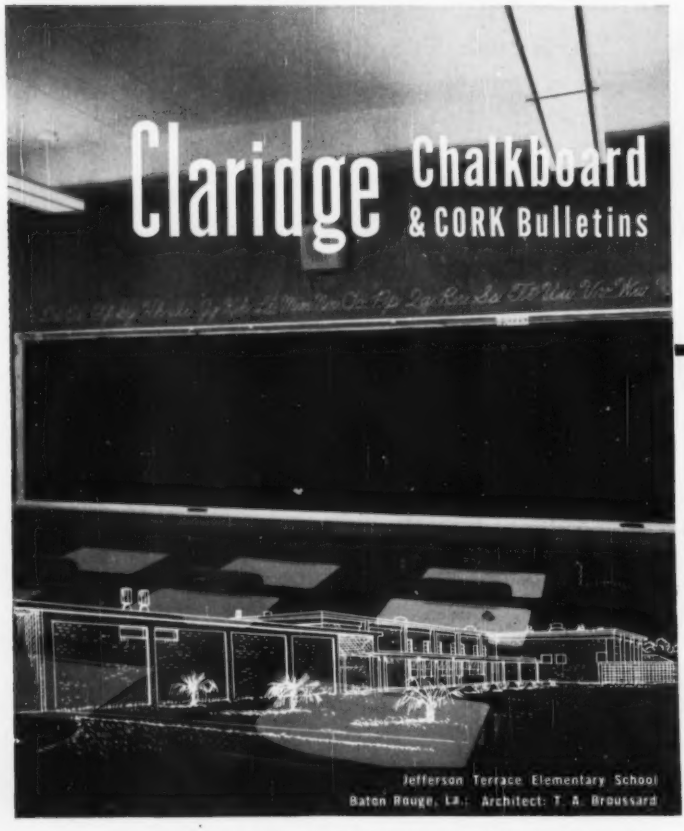
When does it pay to remodel a school? See page 41 for an analysis of new construction versus remodeling costs.

These, of course, are only the highlights of this month's issue. Don't forget to take a look at the regular departments, too — especially Elaine Exton's Word From Washington column (pg. 56) which discusses employment prospects for young people in 1960.

for March...

Principals and superintendents are sometimes handicapped in administering their schools because boards of education take little interest in disciplinary cases referred to them for attention. The JOURNAL for March brings you a discussion on what board members should know and do about the problem of discipline.

The Editor



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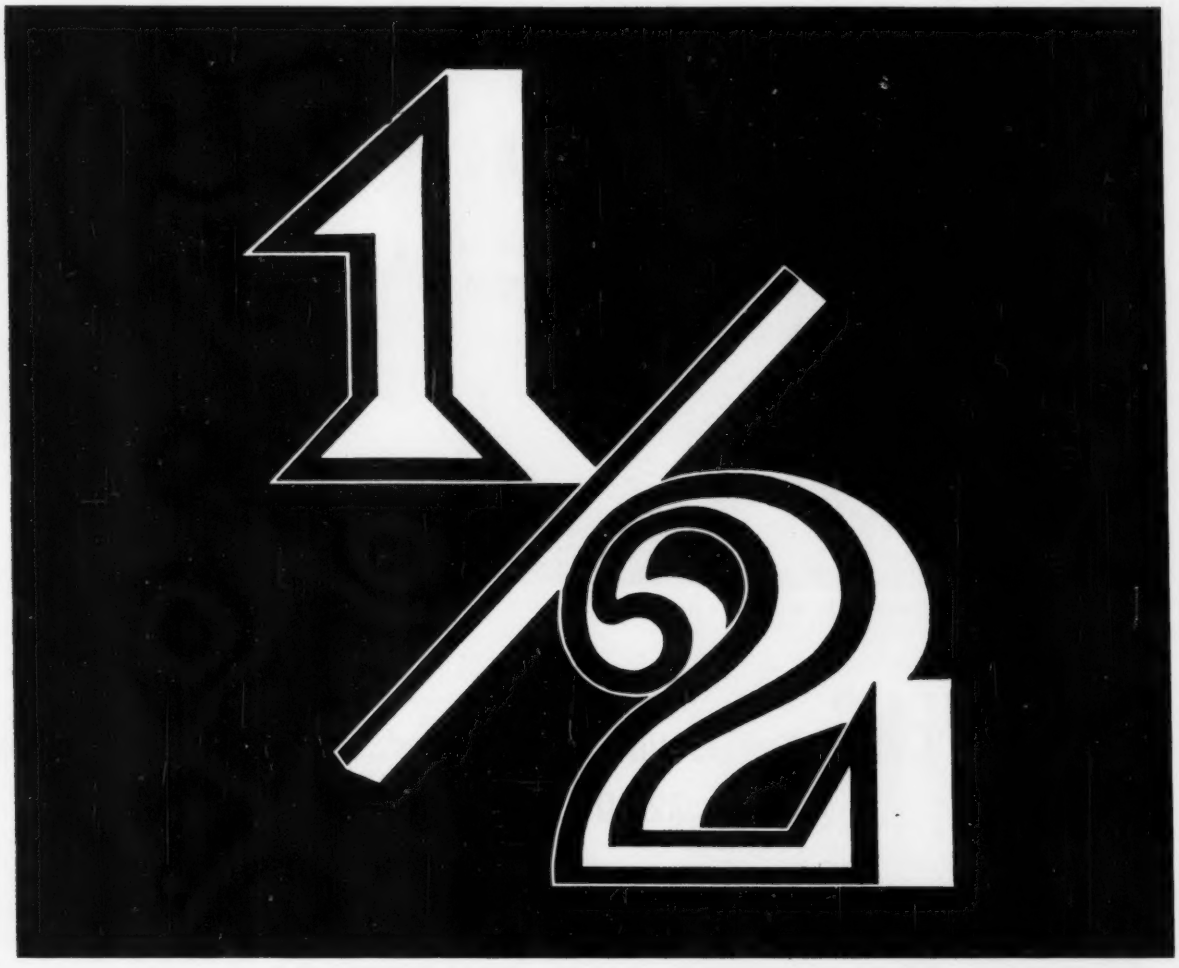

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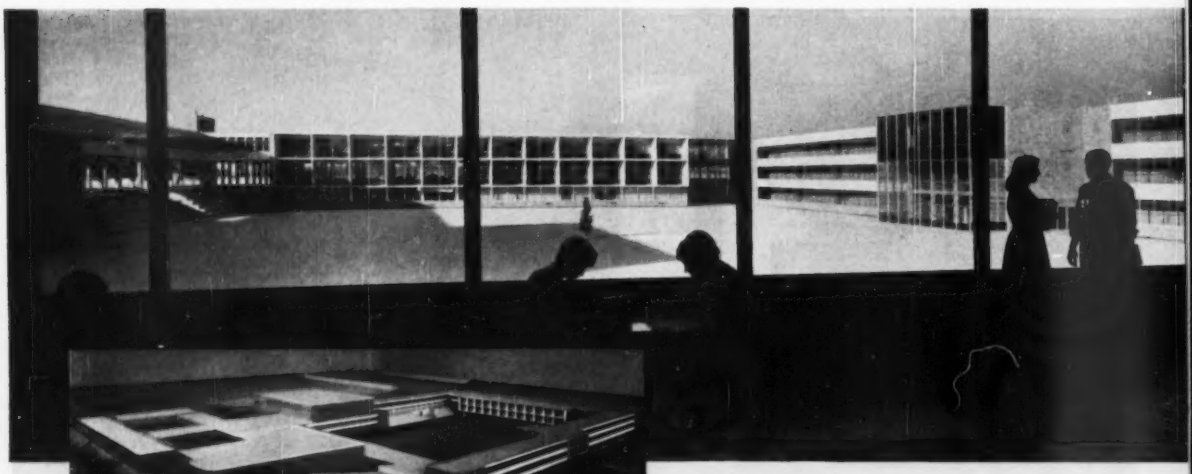

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Above: Main court, photo taken from study hall and cafeteria area in photo below.

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Above: Modern Library and Science laboratory.

Below: Three of the 12 booths in the Language Laboratory, one of the first of its kind in the United States. Earphones, microphones, tape recorders and phonographs play an important role in teaching foreign languages.

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Below: Band Practice Room.

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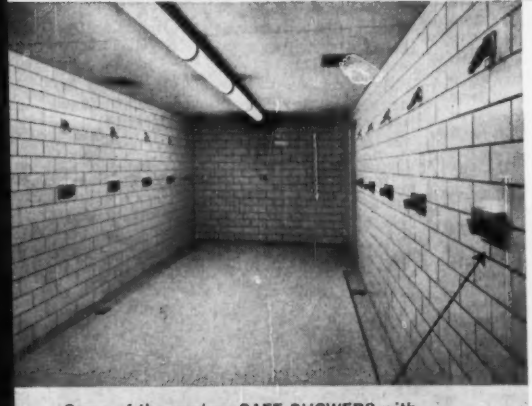

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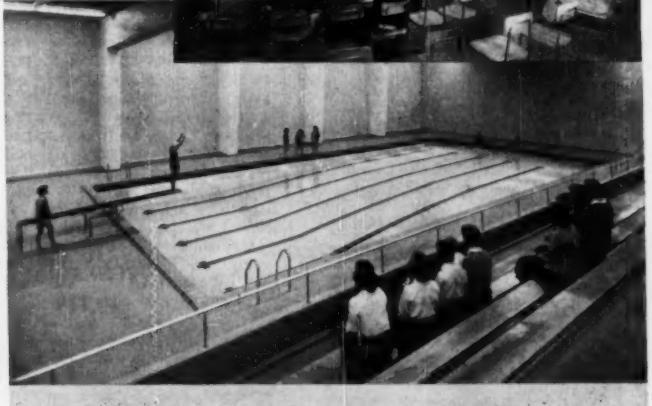

One of the two large swimming pools. (D-7)

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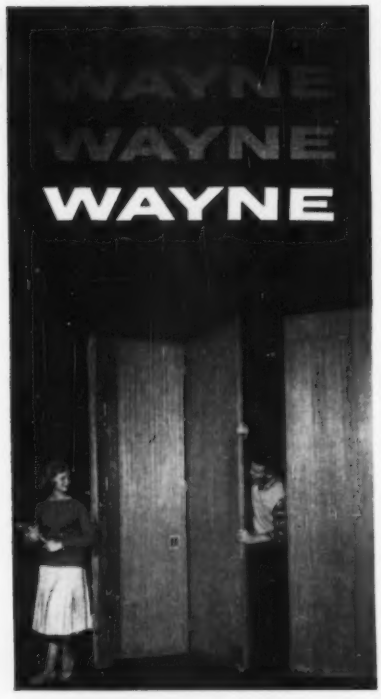

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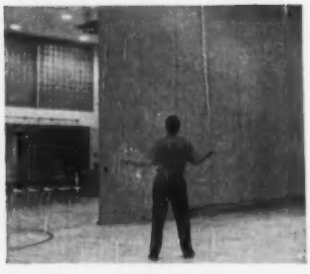

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Another Plan for Co-ordinate Teaching

I was very much interested in your article on co-ordinate teaching (see pg. 13 of your JOURNAL for November, 1959).

In the Miller-Logan-Harrison Elementary School of Lawrenceburg, Ind., we have been doing co-ordinate teaching for seven years.

The teachers like it; the pupils like it; and the parents are now pretty well sold on the idea.

I would like to give you a detailed report of how this method of teaching has worked for us.

We are a small school system. We have three townships which have consolidated; there are 460 pupils enrolled from grades one through eight.

Our school is located in the little village of Bright, Ind. We have no post office, but get our mail on the rural route from the county seat, Lawrenceburg, Ind.

We had no special funds with which to begin our project. No university made a survey and recommended the beginning of the plan. We were just trying to get a job done.

Co-ordinate teaching in our school was started out of "necessity." Our school was overcrowded; we are using a building that was built to house half of the present enrollment.

At the time we started, we had an unusually large second grade. There was only one room in which to house the second grade, other than the nearby church which offered us their facilities. There were 60 children in the second grade that year. We are now using co-ordinate teaching in most of the grades with the exception of the sixth, seventh, and eighth. In the latter we are using the departmental system.

We have approximately 60 children in each of our homerooms. In each room we have assigned two teachers.

We used no plan that had been thought of before, but launched forth on solving the problem of placing 300 children in five rooms, which was the only space we had. We decided the best and only way to solve our particular problem was to place two teachers with each group.

For the past seven years our teachers in these grade rooms have operated as a team. Two teachers teach all the subjects to each grade involved. We found it very satisfactory to let the teachers who have been trained in remedial reading or in certain phases of phonics take over the reading groups, and the teachers who were especially trained in science to work with those groups. One teacher might understand foods better than another, so she would teach this phase of health, while her partner might be athletically inclined and would teach this part of the work.

There is always a necessity for close co-operation. Due to this fact, we try to put teachers who are congenial in the same room. Those who work well together as a team is what we look for in the selection of our teachers.

Our students have profited over the years in our method of capitalizing on the special interests of our teachers. We have been very careful to consider the individual needs of each child.

Children are moved about from group to group, as the need arises or as the child needs attention in the field of work being engaged in at the time.

For instance, a boy in the second grade with a very high I.Q. can easily do fourth grade math, but cannot draw well. He may be allowed to work out part of his lesson which calls for addition of numbers like 8 plus 4, 7 plus 9, by substituting a lesson in art. You might ask, but how can art take the place of math? It doesn't, but this way the child can broaden his knowledge and extend it into other fields. We are taking care of individual differences in our school.

We find that there is a good deal of flexibility in our plan, both for pupil and teacher.

We have had no trouble with pupil personality clash while using this plan, and discipline problems have dropped to a minimum. When a child becomes restless, the teachers just make a switch of the groups and a shuffle of equipment perhaps, and a child that has been studying gardening takes up the study of an experiment on what makes a door-bell ring, and thus monotony is avoided.

Why should we do something over and over that may cause a child to dislike school? We place the child in a seat from which his feet do not reach the floor; we subject him to a certain environment which is contrary to himself. Then, when the child misbehaves, we punish him for the offense, and the very next day we subject the child to the same old routine that caused the misbehavior in the first place.

Let us correct our faulty situation. We have found that the co-ordinate plan has gone a long way to help solve these problems.

Our plan also allows one of our teachers to work with small groups. Individual differences are quickly spotted and the more gifted child is given a new field to work in or a more advanced problem is assigned which is related to the present problem that is being studied as a whole.

Pupil evaluation has developed well in our school. We feel that a more true picture of the total ability of the child has been obtained. The total picture has given us a more objective means of checking pupil progress.

We are well pleased with the work of the total project and evaluation as a whole.

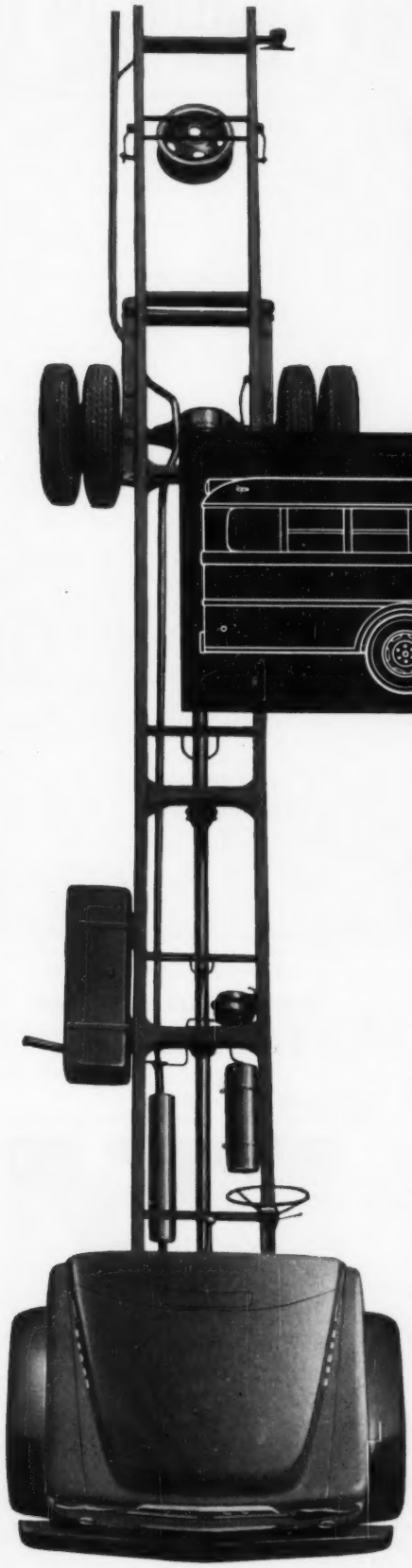
We have learned that the grade norm more closely follows the pattern of I.Q. in the pupil's progress, and at the same time those with low mental ability have learned by doing.

We feel that co-ordinate teaching has certainly exerted a positive influence on our work with the pupils. We have made the best of what we had; to work with, in the space available to us.

Our co-ordinate teaching has worked well in a situation in which we were forced by existing conditions to do something. We feel it has proved to be a good way of broadening the pupil. It has created a teacher-pupil learning situation in which boys and girls are learning to the best of their ability, and teachers are teaching to the fullness of their capacity.

J. O. Ward

Principal, Miller-Logan-Harris School
Lawrenceburg, Ind., Route 1



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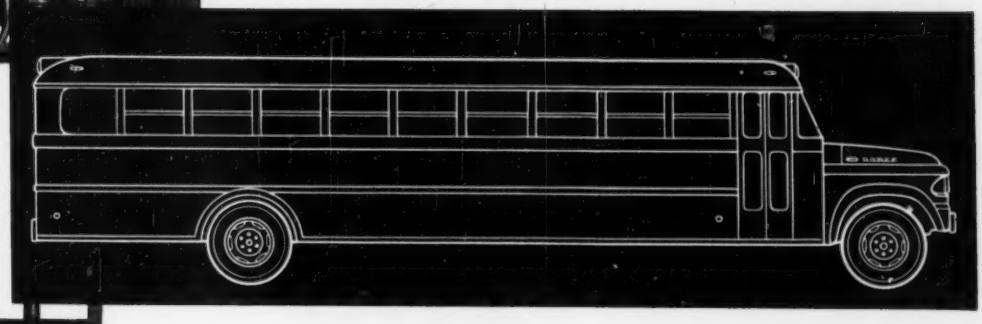

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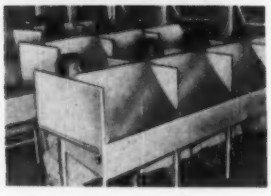

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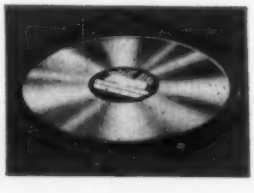

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SURVEYING THE SCHOOL SCENE

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Walter N. Tobriner, president of the district school board in Washington, D. C., charged that automatic teacher pay raises based on length of service create "the tendency to coast and vegetate, at least among the less dedicated."

He declared, "Too long, it seems to me, have school boards throughout the country been wooed by the siren sophistry and occupational cant of the professional propagandist." He said he found it abhorrent that "people who claim a professional status should have not only tenure in their profession but, locked into this virtually continued guarantee of employment, a series of automatic pay increases that are the principal result of age and service."

All new teachers hired starting next fall should be subjected to periodic evaluation, Tobriner suggested, and should be dismissed if they fail to make the grade.

DISCIPLINE A CHIEF PROBLEM

An 11-year survey presented by Dr. Lawrence Vredevoe, professor of education at University of California in Los Angeles, to the American Association for the Advancement of Science showed that 2835 of 3500 prospective high school teachers said that poor discipline in schools was their main worry.

Of 160 school administrators, 124 mentioned poor discipline as their main reason for not rehiring teachers, Dr. Vredevoe said. The problem of discipline, already a "major" one, "will grow greater as the school population increases," he said.

In an article on "Practices in School Discipline" in your JOURNAL in July, 1959, Dr. Vredevoe stated that the problem is influenced by a "general breakdown in our society of agreement relative to moral and ethical standards of conduct; changing emphasis and attitude toward law enforcement; and the explosion of population, its increasing mobility and concentration."

SCHOOL BOND SALES DROP

A decline in school bond sales, contract awards and construction work probably is

(Concluded on page 65)

— St. Louis Globe-Democrat

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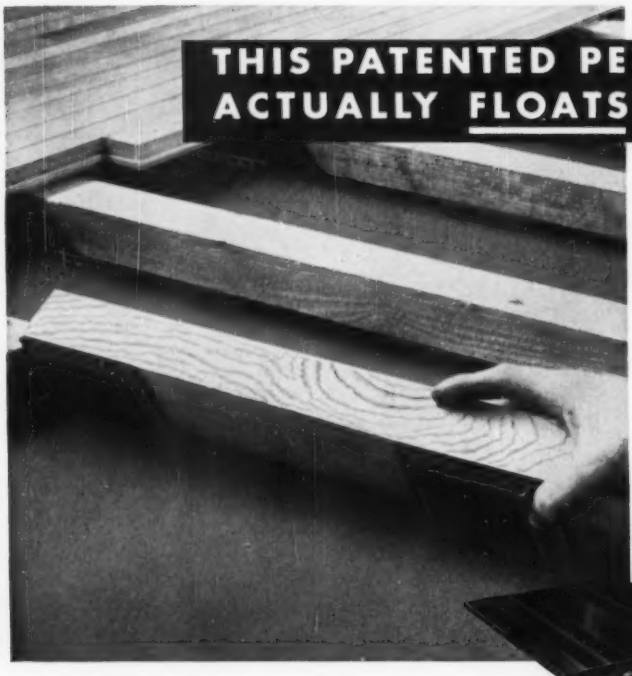

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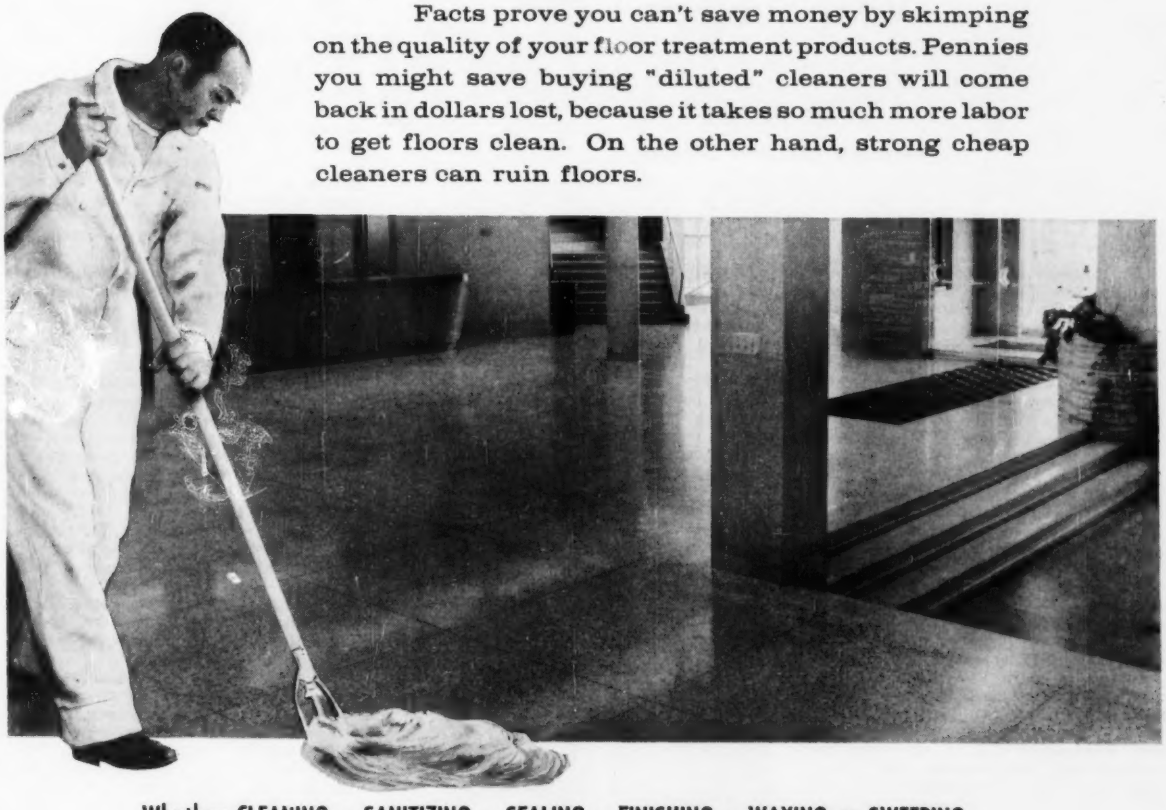

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N. S. B. A. REPORT

The 1960 Convention . . .

Eminent Speakers on Vital Subjects

PETER PROUSE
Associate Executive Director

By the turn of the new year, 41 outstanding Americans in the fields of education, business, and public affairs had accepted invitations from the National School Boards Association to present major addresses at the organization's 1960 convention, which is expected to draw more than 7000 school board members, administrators, and guests to the city of Chicago from April 24 through 27.

In planning the many sessions at which various aspects of the 1960 theme, *"Education for World Leadership,"* will be analyzed and discussed, the leaders of the NSBA have made special efforts in the past several months to identify the most vital questions and pressing problems within the area of the theme subject, as well as the most highly qualified persons who might speak to the convention on those matters. In doing so, the NSBA has conferred with many educational specialists and organizations. The result will undoubtedly be the most carefully focused and organized program in the history of NSBA national meetings, as well as the most informative; and, to judge from the speakers who have already agreed to address the convention, the 1960 "headliners" will constitute one of the most knowledgeable groups ever to gather at a major school boards meeting.

General Sessions

Four of the nine speakers who will address general sessions of the convention are Dr. Vera Micheles Dean, Professor of Government at the University of Rochester and editor of the *Foreign Policy Association Bulletin;* Rudolph F. Bannow, president of the National Association of Manufacturers; Dr. John Dietrich, chairman of the Department of Speech at Michigan State, and president of the Speech Association of America; and Charles H. Percy, president of Bell & Howell Company, and chairman of the Board of The Fund for Adult Education.

Dr. Dean will address the Fourth General Session on Tuesday, April 26, on the question: "How can our public schools improve education for world leadership through increasing the information and understanding which our citizens possess of the peoples and problems of other nations, and of international issues, processes, and relationships?" The speaker is not only an outstanding educator (she has taught at Barnard, Harvard, Mills, and Rochester), but a person with extensive firsthand knowledge of many parts of the world. In the summer of 1959, for example, she taught at the India School of International Studies, where she occupied the Chair of American History and Institutions; and most recently, in 1959, she traveled to Africa under a Carnegie Corporation grant to the University of Rochester for expansion of the Non-Western Civilizations Program which she directs at that institution. Not the least of her accomplishments is her work as an editor and writer. Among her books are *The United States and Russia, Europe and the United States, Foreign Policy Without Fear,* and *The Nature of the Non-Western World* (the latter is available in paperback, as one of the Mentor Books). Her latest, published by the Harvard University Press in 1959, is *New Patterns of Democracy in India.*

Dr. Dean

Dr. Dietrich

Mr. Percy

Mr. Bannow

The general area in which Rudolph Bannow will speak to the Third General Session on April 26 concerns the job of the public schools in teaching the foundations for informed, participating American citizenship. The speaker was born in Gothenburg, Sweden, and came to the United States in 1910 at the age of 13. In 1927, after working as a patternmaker in various parts of New England, Mr. Bannow went into business for himself. Today he is president of Bridgeport Machines, Inc., in Bridgeport, Connecticut, where he is highly active in community affairs. The NAM president is a trustee of Bridgeport University, a past president of the Bridgeport YMCA, and a director of the Bridgeport hospital and of the Crippled Children's Bureau.

The Fifth General Session of the 1960 convention will be devoted to an examination of speech education and the problems of communication in modern society. There can be little doubt that the ability of people to communicate effectively with one another in the predominantly oral atmosphere of life today has become a major problem of our times, and hence a major problem with which education must contend. In examining this problem at the 1960 convention, Dr. John Dietrich will speak on *"Speech and Communication — Vital Tools for Democratic Leadership in Our World,"* and Charles Percy will concern himself with modern techniques for improving communication in an address entitled *"The Quiet Revolution."* Both speakers will bring extensive backgrounds of training and experience to their subjects. Dr. Dietrich, whose undergraduate and graduate degrees were completed at the University of Wisconsin, taught at Purdue University from 1937 to 1941, and at Wisconsin from 1941 to 1955, before taking his present departmental chairmanship at Michigan State. He has made outstanding contributions in the fields of public address, theatre, television, and other areas of speech and communication. He is the author of many articles and books; among the latter are *Practical Speaking for the Technical Man,* and *Play Direction.* As president of the Speech Association of America, Dr. Dietrich heads an organization of 7700 members working through 19 interest group divisions, as well as five regional and five affiliate major organizations. Sharing the platform with Dr. Dietrich is Mr. Percy, a nationally known business, educational, and political leader. At the age of 29, he became president of Bell & Howell, and in that year was named one of the 10 most outstanding young men in the U. S. by the Junior Chamber of Commerce. He is a trustee of the University of Chicago, and chairman of the Republican Committee on Program and Progress, in addition to the major positions already mentioned. He was a member of the Rockefeller Brothers Special Studies Project which produced *The Pursuit of Excellence,* the Rockefeller Report on Public Education.

Sectional Meetings

Following the Third, Fourth, and Fifth General Sessions, sectional meetings will be held on various subtopics of the main session subjects. More than 60 experts will participate in the 45 subtopic sections as speakers and panelists. Among those who have already accepted invitations are Dr.

(Concluded on page 62)

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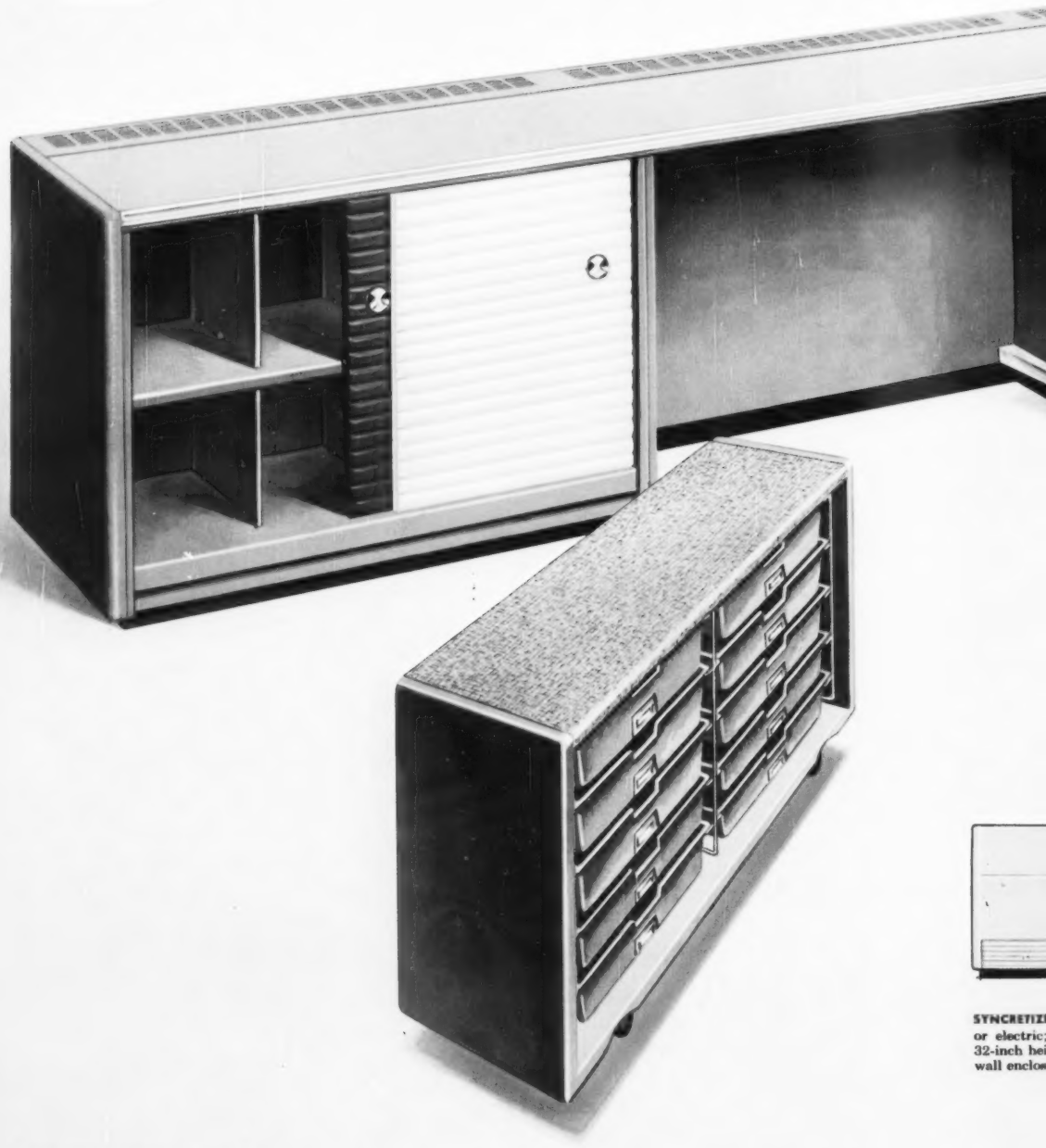

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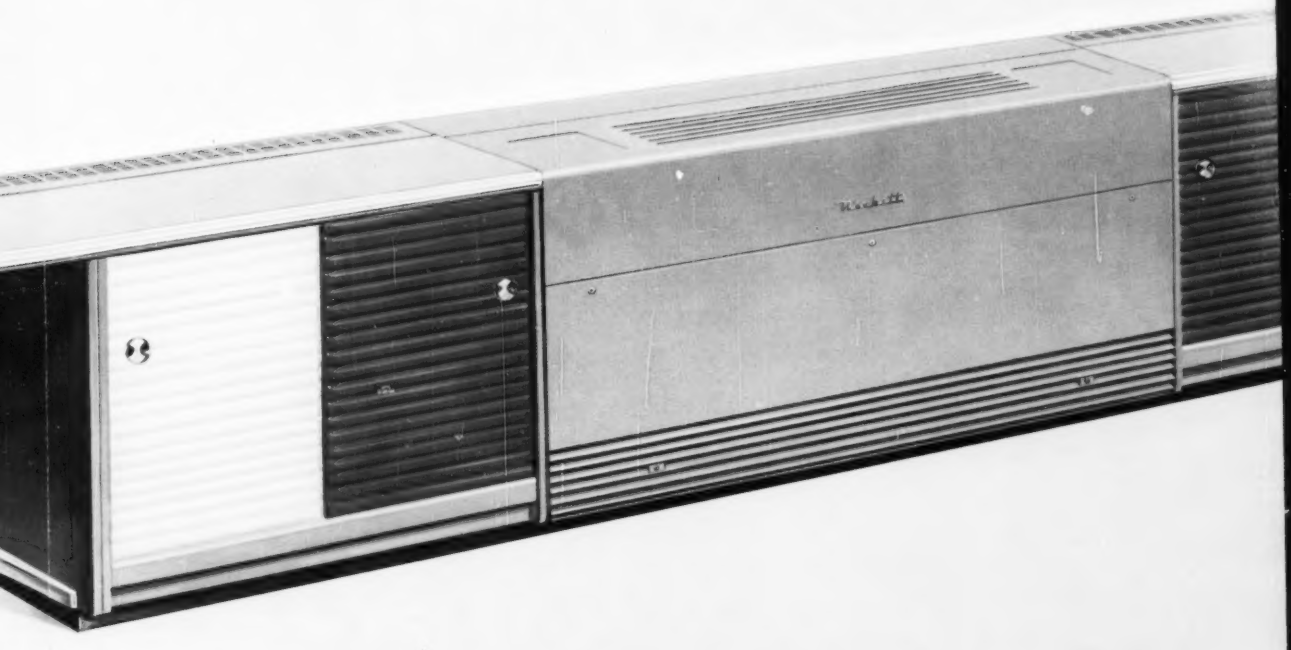

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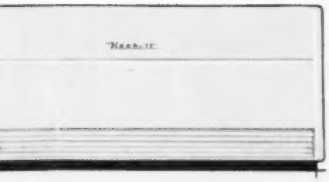

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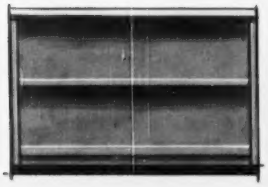

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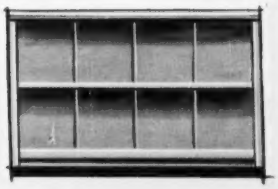

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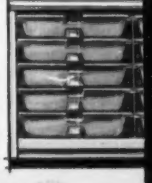

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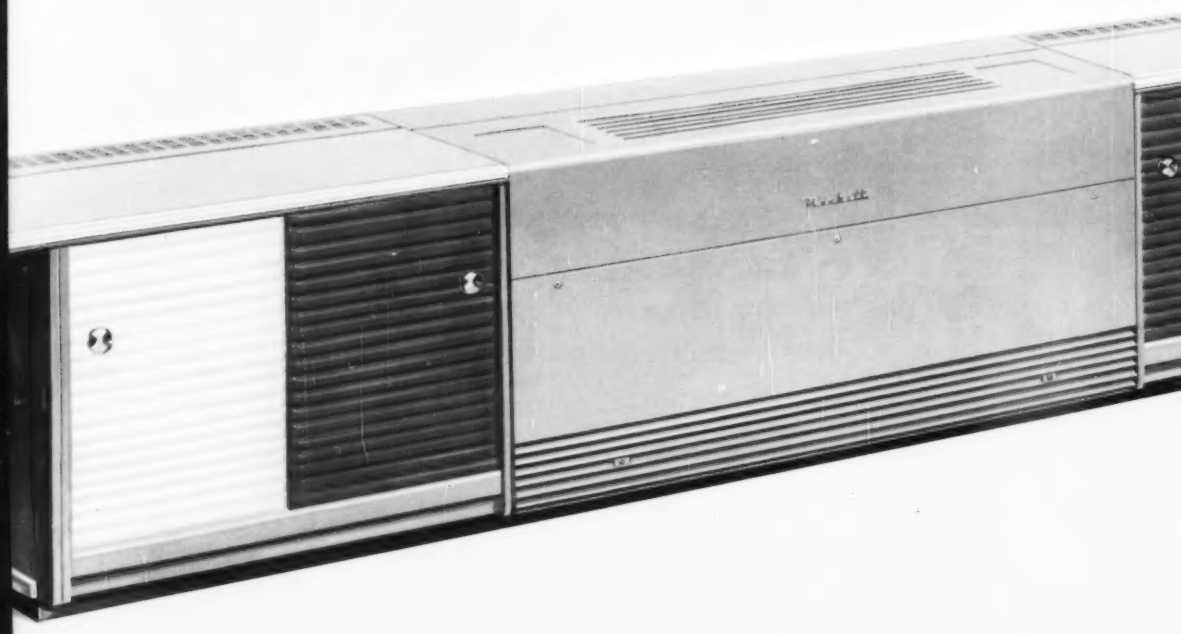

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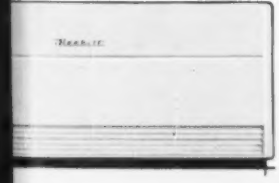

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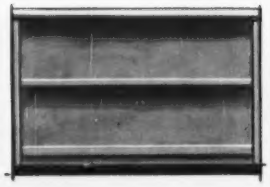

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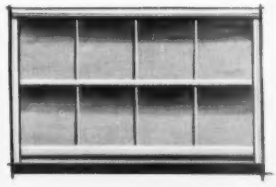

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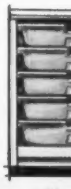

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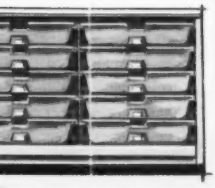

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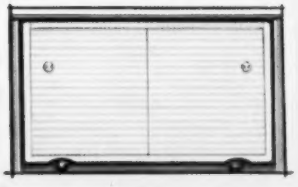

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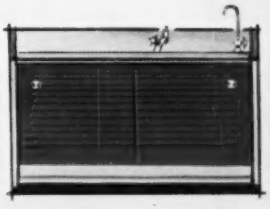

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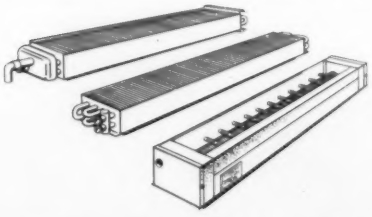

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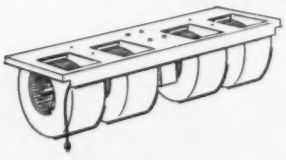

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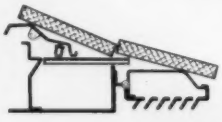

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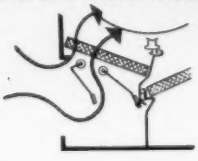

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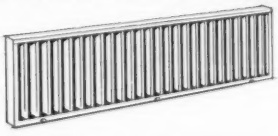

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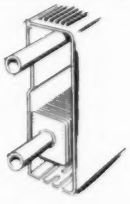

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COMMITTEES

in the administrative process

H. THOMAS JAMES
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Stanford University, Stanford, Calif.

how to use committees effectively . . .
an examination of **eight basic functions**
of this vital administrative device
which provides **principles for guiding you**
in their successful employment

The committee has been long associated with democratic concepts. It can be, and often is, an effective device for mobilizing human efforts. Furthermore, it is easily available as an administrative device. As a result, the welter of committees has led at least one observer of the current scene to suggest "Committees Rampant" as a slogan for the educational enterprise.

One way of measuring a committee's effectiveness is to find how well it accomplished the purpose which prompted the administration to create it. Purpose then, not necessarily as conceived by the committee members but as viewed by the administration, should provide a useful basis for classifying committees. In turn, the classification should lead to the identification of some guiding

principles for the selection or rejection of the committee as a device to serve administrative ends.

Purposes of Committees

There are at least eight major purposes which prompt administrators to creat committees. They are:

1. Conjoint Thinking

The old belief that two heads are better than one probably has some basis in fact. Two or more persons having specialized knowledge of different facets of a problem may be better able to gain new and deeper insights into the problem as a whole than would one individual who attempts to gather together the necessary information and make decisions. A new factor is introduced which stimulates the creative minds of the group to action, along intellectual bridges and springboards constructed through conjoint thinking. Mary Parker Follette stated the concept as follows: "I go to a committee meeting in order that all together we may create a group idea, an idea which will be better than any one of our ideas alone; moreover, which will be better than all of our ideas added together. For this group idea will not be produced by any process of addition but by the interpretation of us all."[1]

Political organizations use committees for this purpose because several persons in a community, assessing different facets of the community situation, produce better estimates of the chances for political consensus on party proposals. Government, as it has grown more complex, uses diverse technical abilities in seeking the solution of complex problems, such as are faced by, e.g., the Atomic Energy Commission. Ad writers and gag writers have used the technique, and called it "brain-storming."

2. Co-ordination

Through special co-ordinating committees may be created, all committees have a co-ordinating effect to the degree that information and viewpoints are exchanged and understood, roles are classified, and the staff is prepared for action. Ideas are reality-tested, subjected to the judgment of many individuals, and many persons are thus marshaled to persuade the larger organization of the rightness of the ideas when the time for action arrives. This purpose may be the most important justification for the use of committees. They can play a valuable part in the in-service training program of any organization.

3. Control

Committees are used frequently by the administration as a device to control or restrain the pursuit of personal objectives which are not in accord with the objectives of the organization, or to control self-seeking groups within the organization as a whole. It is more difficult, for instance, for a group or an individual to continue activities obviously not in accord with organizational goals while under the watchful eyes of peers.

Use of committees for this purpose is illustrated strikingly by government in those areas where fiscal controls are important. For example, the practice is common in school boards, town boards, city councils, and county boards. There is a deeply ingrained belief that several men linked in joint responsibility will prove less corruptible than one, particularly if the personnel is changed frequently.

Stated more positively, and perhaps less cynically, committees perform a control function of value to the organization by defining roles, classifying objectives, and establishing boundaries within which individuals and groups can function more securely, and thus more productively.

Urwick refers to a third aspect of control when he points out that the assignment of authority to a group instead of to an individual can sometimes subdue the "oft recurring insolence of office."[2] A distrust of the excesses of the executive is deeply ingrained in the American tradition, and accounts for the tendency to insert legislative and representative brakes, even within the strictly executive machinery.

4. Depersonalization

Difficult or unpopular decisions may be delegated to a committee

[1]Mary Parker Follette, *The New State* (New York: Longman's Green & Co., 1926), p. 24.

[2]L. Urwick, *The Elements of Administration* (New York: Harper and Brothers, 1944), p. 71.

principles for administrators seeking clues toward the effective employment of committees —

1. The function to be performed should relate directly to the goals of the organization. Committees designated to facilitate conjoint thinking, co-ordination, and control usually are directed toward organizational goals. Committees appointed to depersonalize or preserve status may be, and frequently are, so directed. On the other hand, committees appointed to camouflage, to delay, or to indoctrinate, frequently are not related to the goals of the organization, except in the eyes of the administrator who seeks protection of the organization through concealment of administrative shortcomings. Often this perception of purpose, however, is a symptom of myopia, which is in itself an administrative shortcoming.

2. The functions to be performed by a committee should be defined strictly, and the limitations clearly prescribed before the committee is designated.

3. The decision to appoint a committee involves a calculated risk by the administrator that the conclusion arrived at by the committee may be unacceptable to the administration. That risk must be calculated carefully before the decision is made to use the committee process. Failure to observe this principle is probably a major cause of administrative muddling. The decision to appoint a committee commits the administration in some degree to a line of action recommended by the committee.

because, as Urwick notes, it has "neither a soul to be damned or a body to be kicked."[3] The negative effects of an unpopular decision, instead of being heaped on the head of the administrator, can thus be disseminated and discharged at the relatively headless and faceless, and to a degree uncaring, corporate body.

5. Preservation of Status

If the delegation of a function to an individual would create status for him which is unacceptable to his colleagues, the administration may delegate the function to a committee in order to avoid personnel problems, despite the fact that the function could best be performed by one person. Examples of such groups are not unusual among faculty committees of colleges and universities.

6. Camouflage

The appointment of a committee may conceal weaknesses in an administration which has been unable or unwilling to make a decision. The creation of a diversion, even on an unrelated subject, may stir up for a time a dust cloud large enough to obscure the critical shortcomings of the administration.

7. Delay

An administrator may be under severe pressure to make a decision which he recognizes should be made but feels would be untimely at the moment. Well aware of the tediousness and time-consuming nature of the committee process, he appoints a committee to study the matter. As a result, he reduces the immediate pressure on himself, and gains the time which he feels is needed. Fayol's comment on a committee of this type is harsh but in many cases just: "The appointment of such a committee is generally an admission of helplessness on the part of the administration and a way of lulling the vigilance of those interested."[4]

8. Indoctrination

An administrator may believe that an individual or a group is not in accord with his viewpoint and creates a committee (1) to impose his point of view or (2) to subject the individual or group to the pressures of others appointed to impose this viewpoint. While this purpose might be interpreted as a sinister division of the second category, co-ordination, it is classified separately for two reasons. First, the purpose is a common one, readily identified as distinctive by the perceptive observer. Second, it is concerned with personalities to a greater degree than is normally encountered in the operation of co-ordinating committees.

9. Multiple Purposes

A final classification of purpose is, of course, the mixed-purpose category. Several of the above or other purposes may prompt an administrator to create a committee.

10. Who Is Served?

The eight classes of purposes fall readily into two groups: (1) purposes related to the organization, including conjoint thinking, co-ordination, and control; and (2) purposes easily subverted by the administrator to his personal interests, including depersonalization, preservation of status, camouflage, delay, and indoctrination. Not all committees classified in the first group are necessarily "good," but they may be presumed to be generally good as judged by the value system of the organization; and all committees in the second are not unworthy, but are more likely to be judged unethical or immoral in terms of the goals of the organization. As a matter of fact, organizational ends may be served under certain conditions by any of the five classes in the second group. They are identifiable as a group, however, because of their common use as props to a weak administration, which, unable to move, can only muddle.

First Group More Productive

In terms of the critical step in the administrative process, the development of consensus necessary to bring co-operative effort to bear on the task to be done, committees created for purposes included in the first group will be generally more defensible than will those in the second, and more productive in achieving organizational goals. ■

[3] *Ibid.*, p. 72.

[4] Henri Fayol, "The Administration Theory in the State," Papers on the Science of Administration. L. Gulick and L. Urwick (New York: Institute of Public Administration, 1936), p. 110.

4. A committee should be appointed only when there is a strong probability that it will be better able to accomplish the purposes for which it is created than would a designated individual. Urwick's statement, "A unit of organization in this form is always an alternative to employing an individual to perform the same function"[5] should prompt a deliberate consideration of the alternatives each time a decision is imminent. The committee process is by its nature slow, and frequently wasteful of time, human energy and, when salaries and expenses of the members are involved, money. The probable results of its activities should, therefore, be weighed carefully against the probable expenditure of resources.

The statement of this principle is premised, of course, on the assumption that the purposes sought are not of themselves wasteful and immoral. The fact that the committee can perform unethically with less apparent guilt than an individual should never justify its use.

5. When the committee process is selected as an administrative tool, it should be prepared carefully to be an effective tool. The membership will control the effectiveness of the unit for accomplishing the task the group is to perform. Criteria for membership will vary in terms of the purpose for which the committee is created. Committees created to effect conjoint thinking should include the informed and creative minds of the organization. Information and creativeness are important to the effectiveness of any committee, but effective use of committees concerned with co-ordination and control will carry the additional requirement that selection of the members be representative of the larger group. Qualities of leadership, peer relationships, and acceptance of status by others will all be factors related to committee effectiveness which should be assessed at the time the committee is formed. The method by which the committee is to be selected should be structured to produce the personnel best qualified to accomplish the purposes for which the group is created. ■

[5] *Ibid.*

Educating Your Most Educables

VIRGIL S. WARD
School of Education,
University of Virginia, Charlottesville

evaluate and improve your gifted program . . . our current **rash of programs** in this area raises questions about their worth and here are **suggestions** toward making your work for the most educable more effective

. . . So many programs are being planned today that it seems apparent that within a few years any school that does not have a well organized program for the brighter students will seem as hopelessly out of date as one that does nothing for its slow learners.

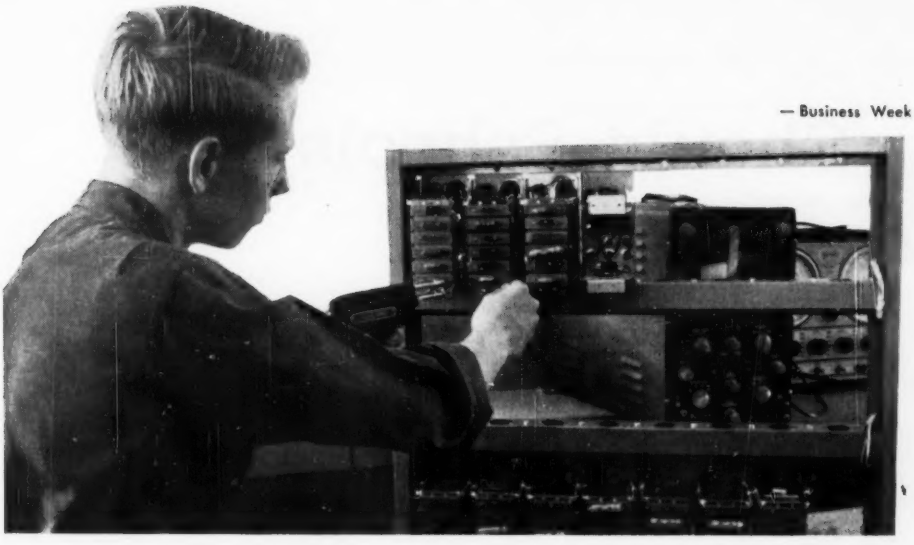
— PAUL WOODRING
Better Schools, May, 1959

The heightened concern for improved education for the bright and talented youth in the American school is one of the most gratifying aspects of the education revolution now occurring. Professor Woodring's observation seems abundantly correct to those who have been close and avid enthusiasts of the idea of special education of the gifted. Yet, as not infrequently occurs, there are serious questions to be raised about the appropriateness and adequacy of many of the "programs" of education for the fortunately exceptional child, even when they are initiated and developed through the most worthy sense of professional responsibility. This "open letter" addresses itself to one such problem, i.e., whether the program is, in fact, something *real* and *concrete*, as distinct from merely verbal deference to an idea or ideal.

School men have lived through an era in the guidance movement where any loose claims that guidance was effected "through the efforts of all teachers," or that the "normal classroom instructional processes were sufficient to accomplish the specific objectives of guidance" were acceptable. We know now that it is extremely unlikely that guidance services are operable and effective unless selected persons are charged with definite responsibilities, and unless tangible aspects of the school process pertain specifically to the guidance objective.

Now the movement toward special educational efforts for the brighter child lies in the same danger that guidance did earlier, of lulling both the professional staff and the immediate community to feel that mere verbal expression of the need and a frequent bandying about of the idea of enriched curricula are the real thing. The superior education of superior learners is not likely to be accomplished except through identifiable alterations in the regular school program. These changed provisions are tangible and observable, and they involve administrative arrangements as well as instructional and pupil personnel services.

The inquiries suggested below are designed to search for exactly this type of specific adaptation of instructional processes and administrative procedures. Without the presence of a substantial number of these special features, the school or school system needs to concentrate more effectively upon this phase of its total undertaking. The questions, at the same time, suggest avenues through which the school might move in developing a more adequate program of educational services for its most educable youth. ■



— Business Week

a checklist of avenues for developing effective programs for your gifted

I. *Identification of the Gifted:*

What conception of "giftedness" do you act upon in your school: General intellectual superiority, as indicated by IQ measures? Artistic talent? Social leadership capacity? Subject matter competency, as in languages or natural science?

Do you recognize different levels of giftedness? If so, what criteria denote the higher from the more moderate levels?

What tests do you use for identifying youngsters gifted in the areas which you recognize for special educational efforts? At what grade level do you use tests of intelligence? Aptitude tests for art? Academic aptitude test batteries? Is there a clear logic behind the use of particular tests at given grade levels?

At what grade level do identification procedures begin? Do you provide for successive evaluation points to verify the original estimates of giftedness? At what age or grade level do you consider the identification to be quite firm?

II. *Curriculum Enrichment.*

In classroom instruction, do your teachers characteristically assign more advanced work to the gifted — deeper penetration of given topics, or additional topics not ordinarily studied — as distinct from merely requiring more of the same level of work.

Do your elementary school teachers co-operate among themselves, exchanging small groups of students of similarly high ability and interest in particular subjects for one or more periods a week of intensive study in those areas? Give specific examples.

Do your teachers provide exceptional opportunities for the exceptionally able child to cultivate his creative capacities, social leadership and other indirect outcomes of instruction by frequent organization of discussion groups, teacher-pupil planning sessions and other pupil-centered activities?

In the *training of teachers,* how many of the teaching staff have pursued courses in college or university that deal with the special education of gifted children? Does this number compare with that representing students of problems of the handicapped?

In *in-service training* what approximate percentage of the total time involved during the year was given to consideration of the needs of gifted children as such? What materials have been added to the professional library of the school on this subject? How frequently and in what manner did you utilize the services of consultants on this problem?

In *guidance services,* what particular practices are conceived as appropriate for gifted children which might not be essential for all children? Do you provide for an interpretation of the gifted individual's abilities to him and to his parents?

III. *Administrative and Organizational Provisions*

Grouping. Do you practice grouping on any other than the routine age-grade standard? Are there provisions for flexible, homogeneous ability-interest grouping of pupils for special studies in the elementary school, and for special classes in the high school? In what subject areas do you practice homogeneous ability-interest grouping? In which do you not practice this?

Acceleration. Do you practice moderate or marked acceleration of rapid learners through the regular grade sequence? In the 12 grades, how many years can be economized by the brightest children, and how many by those more moderately gifted, by allowing them to progress at a rate in keeping with their total developmental needs, rather than at the usual rate of a grade each year? Do you accomplish appropriate acceleration by grade-skipping, or do you provide for the compacting of the more significant aspects of the curriculum for three grades into two academic sessions of work? Do you provide this type of planned advancement at the end of the primary grades or at the end of the elementary grades?

Early Admission. Do you provide for the early admission to first grade of children whose mental and social maturity are comparable to those of the required chronological age?

Summer School and Additional Credit. Does your high school program allow for the pursuit of summer studies in higher grades as a means toward more rapid advancement? May pupils omit elementary or general courses (i.e., general science) and enter courses placed at a higher grade level if they have sufficient background for this procedure?

College Entry. Do you attempt particular arrangements with colleges for early admission of your accelerates, or for admission with advanced standing of those pursuing additional work toward the end of the high school career?

Budget. Do you provide specifically for additional costs of education for the gifted, as is done with the various types of handicapped children? For what do you expend the additional funds: Library materials of advanced nature for all grade levels? Laboratory materials for elementary school science? Typewriters, musical instruments, microscopes, calculators for elementary school instruction? Etc. ■

Should Schools Be Jails for Teen-agers?

Many American teen-agers think of schools as prisons from which escape is possible only by having enough birthdays.

When, for example, a teacher, who was vainly trying to stimulate an overgrown boy, asked in despair, "Don't you have *some* opinion?" he replied firmly, "No! I'm 17 on Thursday." This time-serving conception of compulsory schooling was, however, more than equaled by that of the pupil who on his birthday informed his teacher that, according to his mother, he had been born in the morning and hence would certainly be beyond the age of required attendance by noon. Consequently, he was planning to leave classes at the recess period — and leave he did!

This not uncommon attitude of rebellion toward schools is often an unplanned result of the extension of what is optimistically called "compulsory education" into the later teen ages. In its earlier phase, compulsory school attendance was generally limited to children of seven or eight to fourteen years of age, whom its advocates wished to protect against the twin evils of illiteracy and child labor. Against these handicaps it proved to be a sovereign remedy and was enthusiastically spread from state to state, after its introduction into Massachusetts in 1852, following its beginnings in parts of Germany as early as the seventeenth century.

In later years, however, compulsory education has been adopted, at least in part, as a means of reducing the labor supply and hence of increasing wage levels. This motive has been largely responsible for pushing the age of required attendance up to the end of the sixteenth or even of the seventeenth year. Many public-spirited citizens and professional educators have also approved this lengthening of the period of compulsion upon the belief that if a little schooling is good, more would be even better.

By-Product of Depression

The extension of compulsory education into the later teen ages was largely a by-product of the great depression of the 1930's and of the rising political power of labor unions. A careful look at the consequences will, however, reveal little benefit to the laboring man, appreciable loss to the general public, and severe damage to the schools.

— from MGM's **The Blackboard Jungle**

"Rebellious teen-agers disorganize our schools, drive away sensitive teachers, and reduce educational opportunities of the large majority of our students . . ."

H. C. BREARLEY
George Peabody College for Teachers,
Nashville, Tenn.

let's reanalyze compulsory education . . . a **sceptical** look at these laws, a by-product of the depression. Here are some thoughts toward a **redefinition of forced school** attendance involving **work camps and an "escape clause"** in present schooling laws

In the first place, while an artificial reduction of the labor force, as by legal enactment, increases the money wages of those who do get employment, it may be of little real value if it tends to increase prices and the cost of living. Child labor once meant cheap labor and perhaps the forcing down of the entire wage scale. Today, however, prices of labor are usually set by negotiation between management and representatives of the workers. The addition of 100 or 1000 more potential workers does not necessarily push the local wage scale down. Its effect is generally insignificant or negligible.

The general public, however, suffers a loss whenever the number of workers is reduced. Other things being equal, a nation of 173 million persons will have more goods and services to divide when 62 millions are working than then when only 60 millions are gainfully employed. In other words, the larger the ratio of workers to consumers, the greater the per capita output, provided the other factors of production remain constant. Compulsory education, of course, reduces the ratio of workers, as the following data for 1947–48 indicate. In that year, approximately 88 per cent of the males, 15 to 19 years inclusive, were "at work" in the United Kingdom, Italy, and New Zealand. In Denmark, Sweden, France, and Australia the percentage was over 80. But in the United States only 36.5 per cent of the males in the 15-19-year-old group were at work.

That Europe generally has about twice the percentage of late teen-age males at work is obviously due in large part to our laws requiring compulsory education and forbidding regular employment for youth in business and industry. Our present laws not only forbid *child* labor — they also forbid *youth* labor.

Regulations Protect Youth

The forbidding of gainful employment of youth may be well justified if it prevents economic exploitation, injury to their health, or handicaps to their future welfare or productivity. But legal regulations and powerful unions are now ready to forestall attempts to take financial advantage of youth. Modern factories, especially those well equipped with push-button machinery, are perhaps little more harmful to physical well-being than are our crowded classrooms and playgrounds. The 40-hour work week in business and industry may not be longer than the hours spent in school and in study at home. Fortunately, the horrible days of nineteenth century factory "child labor" are over in the United States.

But if many of our youth were to go to work at 15 as the majority do in Europe, would that not greatly lower the educational level of our people? Not necessarily. In fact, some modification in our rules about compulsory education for youth might actually increase our total educational achievement. For example, in the United Kingdom, where most of the older teen-age boys are at work, a recent study reveals that 55 per cent of the adults were reading a book at the time of the survey, whereas in the United States a mere 17 per cent of the adults were reading a book at the time of the survey.

How could less compulsory schooling possibly increase the national educational levels? The answer lies in the very nature of the process of learning. Except in such abnormal situations as "brain-washing," successful learning depends largely upon a favorable attitude by the learner. Capture a husky boy on a warm spring afternoon and make him read poetry for three hours. Thereafter, he may "hate" poetry instead of having developed a taste for literature. Today our secondary schools have many rebellious pupils who are chiefly learning to dislike books, teachers, and "eggheads." The forcing of school attendance often defeats its primary purpose.

The economic handicaps of leaving school early have, moreover, been reduced by two modern developments. Automation in industry often makes previous specific vocational training unnecessary — the duties of most of the lower level workers can be learned in one or two hours. On-the-job training is also becoming more and more a feature of modern business enterprises. But even without these aids, some of our youths may be better off at a job than they would be loafing through school, developing poor work habits and rebellious attitudes.

If the unwilling ones — perhaps some three to five per cent of the total — were the only ones now being injured, universal compulsory education might still be defended if it were advantageous to the great majority of youth who go to school more or less gladly. Yet the modifications in our system of enforced schooling now to be proposed are suggested primarily for the benefit and protection of those who do not have to be compelled to attend high school.

To put it bluntly, many of the weaknesses of American secondary schools are the result of our unwise attempts to force schooling upon rebellious adolescents. If youngsters are required to go to school, many teachers and parents believe it is unfair — perhaps "undemocratic" — to give them unsatisfactory records and thus add to their feelings of inferiority. Kindhearted educators have, consequently, developed a system of chronological promotion, sometimes called "social promotion." Under this plan, advancement from grades one through

twelve is dependent upon birthdays and not upon learning, and a high school diploma, which once represented a considerable educational achievement, may be merely a certificate of attendance.

Increases Mediocrity

Even in schools where academic grades still have significance, the presence of unwilling pupils lowers the tone of the classroom and increases the chances of mediocrity among those capable of superior work. This reduction of the quality of our scholastic performance has led European observers to describe our secondary schools as "play schools," as indeed they often are when compared with the strenuous work at school and in home study that is demanded of youth in many other countries. A major part of the higher quality of scholarship in Russian and other European secondary schools is the result of the system of selecting perhaps the upper 10 or 20 per cent in native ability for pupils, but some of it is certainly a consequence of the complete absence of pupils who resist learning.

The small per cent of rebels in our high schools not only obtain little benefit for themselves but greatly interfere with the learning of the majority. Two or three unwilling youths in a classroom may compel the teacher to devote more time and effort to them than he does to the 30 who are more or less desirous of learning. The curve representing the ages of serious school disciplinary cases rises rapidly from the early teens to a climax at the end of the period of compulsory attendance. Then it falls precipitously, almost over the birthday.

If these later teen-agers who rebel at school were put to work they might be adding appreciably to our economic productivity. But now they disorganize our schools, drive away some of our more sentitive teachers, and gravely reduce the educational opportunities of the large majority.

May Alleviate Delinquency

Our well-justified national concern over increasing juvenile delinquency might be alleviated if we were to adopt in very modified form the European pattern in which youth actually begin full-time work at 15 — either in school or in business or industry. These countries have no play schools and no absolute forbidding of gainful employment. At least one European observer has explained the high delinquency rates of American cities as the result of childhood unduly and artificially prolonged into later adolescence. European boys and girls grow up by *working*, either in academic or in economic life.

The benefits of compulsory education can, however, be maintained while the harmful consequences can be largely eliminated by a few modifications. These suggested changes, it should be noted, are based upon the partial return to the days when required school attendance was an unqualified success.

In the first place, it seems wise to retain the common provision for compulsory schooling between the ages of seven and fourteen, inclusive, except for those too severely handicapped to attend. Boys and girls of 15 to 17 inclusive, should also be required to attend unless in the opinion of appropriate authorities their work or behavior in presently available schools is of such low quality that they might as well be employed. Such a plan should also provide some supervision of the work and working conditions of these employed teen-agers. This would permit some of the least educable to leave school, yet it would protect the more capable against the temptation of short-time financial gains from early employment.

Perhaps it would be necessary to have at least a few voluntary work camps, possibly similar to the Civilian Conservation Corps of depression days, to provide wholesome supervised employment and some schooling for those youths unable to obtain work in their home communities.

To be effective, these proposals necessarily include some weakening of present state and federal restrictions upon youth labor. As has been already pointed out, these restrictions were enacted primarily in an attempt to lessen competition that might reduce wages. But today only wages for some unskilled labor are set in a "free market." Perhaps even union leaders would approve of the changes suggested because of their advantages to the general public, especially to the families of low-income workers.

Any modification of compulsory education and youth labor regulation should, however, be accompanied by at least two other changes. In the first place, adult education should be developed to give a second chance at schooling for those who unwisely reject it during their later teens. But more important would be the beginning of a national scholarship program for gifted but financially needy high school pupils to enable them to continue their training through high school and perhaps through college. The educationally gifted hardly ever wish to quit school to go to work; the national welfare demands that their abilities not be wasted in routine or blind alley jobs.

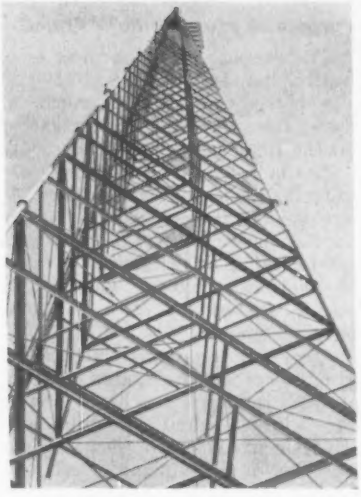
Would less required school attendance mean even more juvenile delinquency and overcrowded "reform schools"? This might prove to be true if youths were released from school in order to loaf and look for excitement. But under the revisions suggested above, these older boys and girls would be excused from school duties primarily to permit gainful employment. In many cases of delinquency, moreover, the first stage is found to be truancy, running away from a school that for some reason has become extremely distasteful, either because the school does not fit the boy or the boy does not fit the school.

There is, consequently, at least a strong possibility that adding an "escape clause" or a "hardship clause" to present compulsory schooling laws would reduce instead of increase criminalistic behavior in the later teen ages. But even if it does not, the schools (whether public, private, or parochial) are not prepared to deal with serious delinquency, and some of their present problems are the result of attempting to keep severe behavior cases in the same classroom and playgrounds with more or less normal pupils. Other states may well follow the example of Florida that now permits juvenile court judges to exempt from compulsory attendance pupils over 14 who seem unfitted for school.

An escape clause in compulsory attendance laws may also have a most salutary effect upon all youth. Secondary schools may even come to be looked upon as an opportunity, as indeed they are in Europe, rather than as a chore that must be endured. Perhaps this change of attitude would do more for our schools than would larger buildings or higher salaries.

One student of education has summarized the situation thus: "Now we give our older boys and girls two choices: go to school or go to the reformatory. Perhaps we should give them at least three choices: go to school, go to work, or go to the reformatory." This quotation is an intentional overstatement of the problem, but at least it points out the rigidity of the present system which permits almost no variation to meet individual differences among teen-agers. Obviously some older boys and girls profit little by school attendance, and a few of these even prevent others from learning. Would not the entire nation be better off if this rebellious group were permitted or even encouraged to start work? ■

in Des Moines, the city and county boards of education joined hands to provide **improved educational opportunities** through ETV



Co-operative Launching of ETV Facilities

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The first television broadcast on April 27, 1959, of KDPS-TV was the culmination of seven years' efforts. It demonstrated what can happen when a county board of education and a city board of education co-operate to provide greater educational opportunities for young people. KDPS-TV is a VHF open circuit educational television station, one of 32 such stations operating in the nation. It is one of the few among these that is owned and operated by a public school system.

Other school districts contemplating a TV station may well note that there are many problems and obstacles in the launching of such a venture. Administrators and school boards may save time and money by studying case histories of other districts. Some of the problems and solutions are documented in this article.

Seven Years From Start to Finish

During the seven years — from 1952 to 1959 — the public interest and efforts on behalf of educational television waxed and waned. However, educators and citizens' committees worked tirelessly to gain public support for this project.

In 1952, when the Federal Communications Commission made the provisional allocation of Channel 11 for educational purposes, efforts were made to establish a state-wide network of television. This plan failed in the Iowa legislature. Soon commercial interests tried to secure control of the channel. These efforts failed on July 16, 1956 when the FCC vote was 4–3 to retain it.

On August 21, 1956 the Des Moines board of education filed an application with the FCC for a construction permit for Channel 11. Plans were made to include the television station in a wing of the new Technical High School building.

The FCC granted the permit on December 12, 1956. Construction problems of the new Tech building as well as other factors necessitated four applications for extension of time for station completion.

A period of uncertainty caused by the ill health of two superintendents clouded the outcome of the television installation. In June, 1957, Dr. John Harris was appointed superintendent of the Des Moines Public Schools. Dr. Harris faced squarely the dual problem of helping the board of education see the educational possibilities of television and also finding a broad base of financial support to underwrite the costs.

Millage Levy Helps Finance Program

Dr. Harris held meetings with Ralph Norris, superintendent of the Polk County schools, and with superintendents and presidents of boards of education in adjacent districts and counties. The board members and superintendents explored the many educational possibilities of the new TV station since its 30,000 watts of radiated power would provide good coverage within a 30–40 mile radius. From these meetings support grew for a Polk County millage levy of ⅓ of a mill for maintenance and support of educational television via KDPS-TV.

County-Wide TV Advisory Committee

A county-wide advisory committee was set up to suggest guide lines for the most effective operation of the proposed station. The members of this TV advisory group were selected by Superintendents Harris and Norris

for two-year terms. The committee included representatives from the city and county public schools, parochial schools, Drake University, and the Iowa State Department of Public Instruction. This group established three subcommittees to study and recommend programs at the elementary, secondary, and adult levels.

Fred Kelley, former director of the Norfolk Television Project, was hired in October, 1958, as Director of Educational Television. In February, 1959, an application was made for a grant from the Ford Foundation, Fund for the Advancement of Education. The project proposed, concerned itself with ways a city and county school system might best join the *National Program for the Use of Television in Education* and make an effective contribution to the research being done in utilizing television instruction with large classroom groups. A sum of $35,000 on a matching basis has been assured for the 1959–60 school year.

Throughout the 1958–59 school session, the advisory committee and its subgroups worked in close harmony in the selection and scheduling of programs. Also they planned the selection of studio teachers via closed circuit auditions. Interested city and county teachers were invited to prepare a 10 minute demonstration lesson on a specific unit. From these television auditions the video instructors were chosen.

Shakedown Telecasts

In the Spring of 1959, it was possible to go on the air with live educational telecasts. Beginning April 27, 1959 and throughout the month of May, enrichment programs were beamed to the elementary and secondary classrooms. These telecasts may be likened to the shakedown cruise that a ship undergoes prior to its intensive use. These programs enabled the studio teachers and the studio staff members and student assistants to get accustomed to this new venture. Also it permitted a full-scale test of the electronic equipment. Another element of testing that was accomplished in this period was in the area of educational TV programming at the adult level in the evening hours from 7 to 9 p.m.

These evening programs enabled the public to view the new video channel at a time when most adults were in their homes and inclined toward mature viewing. While many mothers saw the school-beamed telecasts during the day, relatively few fathers had seen any programs. Sufficient interest was shown to justify this programming for the next year.

Purpose of Educational TV Project

The purpose of this project is to learn if pupils in classes of 100 to 125 pupils can learn as much, or more, from televised instruction as do the pupils in regular classrooms.

The large classes will receive part of each class lesson via telecasts. The remainder of the period will be under the classroom teacher. Control groups will be formed to determine the effect of televised teaching. The control classes will receive the usual non-televised course.

The control classes are in schools with socioeconomic situations similar to the experimental schools. Pupils have been paired according to achievement and intelligence through a number of tests. Identical tests will be used to test both the experimental and the control classes. Any statistical differences will be reported at the end of 1959–60 school year.

At the elementary school level a total of 1050 pupils will be involved in both the experimental and the control classes. There will be 670 junior high students participating in the project. At the senior high school level there will be a total of 450 eleventh-grade English students involved.

Team Approach in Television

The team approach in television teaching is being used in this project. This technique sees the studio instructor and the classroom teacher working on an equal basis in teaching boys and girls. This approach definitely rejects the idea of the TV teacher being the "master" teacher with the final word.

Both instructors work closely together in planning the objectives as well as the content of the programs. Teachers' guides are worked out cooperatively. The daily lesson guides have these general headings: (1) Purpose of Lesson; (2) Concepts To Be Developed; (3) Procedure To Be Used on the Air; (4) Suggestions for Follow-up Activities; (5) Vocabulary To Be Developed; and (6) Extended Learnings for Classroom Study.

The classroom teachers have a "feedback" sheet that may be used each day. Also they may telephone the television teacher about other ideas and suggestions for follow-up on the next day's program. There is a weekly conference of TV and classroom teachers to facilitate better instructional procedures.

Physical Plant

The television studio in combination with the radio studio is housed on the second floor in the new Des Moines Technical High School. A 300-ft. self-supporting tower is mounted on the roof of the six-story older section of the building. The tower and the base cost about $50,000. The top of the tower is 412 feet above the ground.

The 5 KW R.C.A. transmitter was a gift from a broadcasting company. With the six bay TV antenna, the transmitter will furnish 30,000 watts of radiated power. The Sarkes-Tarzian studio equipment includes two camera chains, two film and one slide projector chains, a video control board, monitors, studio lights, flats, etc. The Tech High stage may be used as a TV studio if there is a need. Electric hoists will lower cameras and equipment from the regular studio to the stage level.

Student Studio Help

One of the purposes of KDPS-TV is to provide an opportunity for students to develop the skills and learnings inherent in an undertaking of this kind. Under adult supervision, students did much of the wiring of the radio station as it was installed.

Beginning in April, 1959, students manned the TV cameras, the boom milke, the lights, the video and aural control boards and the arranging of studio props. Again, they were under the direction of studio adult personnel. In September, 1959, a core area of the Tech High program will be available in this field. Many of the high school boys who have worked in the television studio find work quite readily with commercial TV stations in Des Moines.

Educational Pattern Emerging

Television is a relatively new tool in education. Of the 252 channels set aside for educational television use by the Federal Communications Commission, only a few are being used. Each school unit that approaches this new medium finds problems that are unique to its own locale. Patterns have yet to be set. While there are many disappointments and obstacles in launching television, the potential rewards are great.

It is suggested that many urban areas have boundaries that often encompass larger political units — townships, counties, parishes, etc. Co-operative planning by school administrators and school board members from two such political subdivisions may result in a larger tax base and the provision of an educational television station that will serve all the youth more effectively. ■

behind-the-scene operations for ETV at Des Moines

Above: students working at the video console in the control room under adult direction.

Above, right: an instructor of conversational Spanish for fifth and sixth-grade viewers.

Below: a fifth-grade science program showing a corps of students manning the TV cameras.

Administrators and the Pecking Order

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how the **status system affects staff morale** is an often disregarded but very important area and here are **hints for the administrator** on how to overcome what can be a serious problem

There was a time when new teachers invariably found themselves at the bottom of the pecking order. They deferred automatically to their colleagues in everything. Theirs were the poorest facilities and schedules, including that last-period study hall, as well as every other castoff that could be slyly handed on to them. Perched unsteadily on the bottom rung of the prestige ladder, the beginner often served out a freshman novitiate which was truly bitter and disillusioning. Nor was her sophomore year especially alleviating. It was usually a slow climb toward equity and justice, and its painfulness insured the perpetuation of the system, guaranteeing that other newcomers would duly suffer the same fate.

While the extreme certainty of this experience no longer exists, it is true that in schools, as in many other organizations, a prestige ladder is often carefully maintained, either openly or as an under-the-surface aspect of staff relations. As a typical and troublesome characteristic of human relations, this status system invariably develops and functions as the practical working relationship with which the administrator must deal.

What is the pecking order in most schools? How does it come to be established? Along with the obvious factor of seniority, or length of tenure, there are a number of widely accepted patterns of priority in school systems. Most common among these are prestige deriving from the subject or grade taught, salary, personal attractiveness or popularity, special success or accomplishment, and social background. The teacher of English or foreign language may, for instance, outrank everyone on a high school faculty. She may be challenged today by a science teacher, but she will most likely fight tenaciously for her position at the top. A sixth-grade teacher may assume an important role because hers is the highest grade in the elementary school, but the first-grade or kindergarten teacher may assert her own importance as the initiator of the process. Teachers of vocational subjects may be made bluntly aware of a lesser status, while athletic coaches may disdain the whole system in the pleasant security of greater prominence and a superior salary.

As a striking and homely example of this stratification principle, Vance Packard, in *The Status Seekers* describes this boyhood experience on a farm. When his father's 18 cows came through the gate at feeding time, a cow named Gertrude was always first. In fact, as he said, another cow always came last, and each of the others kept her usual position each day. Finally, however, when a new cow came along and took over the top spot, Gertrude showed "neurotic symptoms" and became the "meanest kicker at milking time."

The status system, of course, has very definite effects in school systems, both upon the individual teacher and upon staff morale. The teacher whose prestige is not high may react in various ways. She may, it is to be hoped, work conscientiously to lift her status by legitimate efforts to gain an improved respect for herself or for her field of work. She may instead search simply for an appropriate role in terms of keeping her place in the order. On the other hand, she may develop the strongest of resentments and become an active enemy of those who ostentatiously outrank her in importance. This latter course is all too common and often results in the most serious of administrative problems.

For the staff as a whole the pecking order may operate to cause either a highly static pattern or a highly turbulent one. If the status ladder is very rigid, i.e., if there is little hope for a change, teachers may accept it resignedly and become either mechanical or apathetic in their work. They will all too often seek other outlets for self-assertion and develop escapist attitudes toward their professional duties. In these instances, their teaching provides a necessary financial income, but it offers so few personal satisfactions that they may be thought of simply as bravely enduring it.

Staff morale thus often depends upon whether the prestige ladder exists as a painful pressure upon a great many members of the staff.

(Concluded on page 66)

staff

turnover

and

Maintaining a Foreign Language Program

HUGH SHRADER
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for smaller high schools, here are guides toward **bolstering foreign language programs** weakened by turnover in trained instructors, a grave threat toward improved instruction

The foreign language program in most secondary schools seems to base itself upon the teachers available for any particular year. Among other reasons, this fact alone causes the program to differ greatly from the other subjects contained in the curriculum. It is reasonable, therefore, that school administrators should adapt a foreign language program for their particular school that can be maintained from year to year without varying greatly due to teacher resignation.

Admittedly, on the surface, such a task is a difficult one. Once a four-year program of French, for instance, has been inaugurated into the curriculum, along with all the necessary audio-visual equipment, and then the administration is faced with the resignation of the French teacher, those leaders understandably tend to shy away from other advances in the foreign language field. The truth of the matter is that teachers with the proper amount of education in a foreign language are not always avail-

"... Due to the rising interest in language training ... the secondary schools are going to be called upon ... to offer languages ... in a fashion we have yet to experience."

able at a moment's notice to take over when a vacancy occurs in that special language niche in the curriculum. In addition, a teacher may arrive who is capable of instructing the first two levels of the language, but the advanced levels are beyond that teacher's ability. Thus, when the students who have enrolled for the advanced courses cannot be supplied with the proper instructor, the curriculum sags.

To avoid such circumstances, administrators often — and we repeat, understandably — take one of several courses of action. They will provide language courses only if the teachers are available at the time, neglecting the needed equipment for proper study because they know that next year, or for several years, it may sit in a vacant room, collecting dust for lack of the proper instructor. The second course of action, closely related to the first, is to offer only one year in several languages, rather than develop an extensive program so that the students may have a full understanding of one language. It is easier to find a teacher capable of handling a one-year course than to hire an instructor capable of teaching in a three or four-year language curriculum. The result is only student sampling of foreign languages rather than complete comprehension of any language.

Type of Community

To offset this sad state of the position of foreign languages in the secondary school curriculum, administrators must take into consideration, first of all, the type of community in which their school exists. It would be wonderful, of course, if a student could have available to him a full program in any language he wished, but only in the more select schools is such a truth. We are not a nation of schools where each curriculum has adapted itself to everyone's desires, but we must plan in each school, adapting our school to best fit the majority of the needs of the individuals we teach.

In the study of the community desires and what we would term "language readiness" in the area, schoolmen should pick the course of language study that best suits that need. In accordance with the language curriculum chosen for that particular school, the leaders should then plan an extensive public relations program for that foreign language field. Let's face facts in education. We are not going to advance at a rate more rapid than the effort we extend to prepare the public's acceptance of our progress and wishes to grow. Speaking of personal experience in a school of some 300 enrollment, the foreign language department was advanced in one year from a small one-year course to a two-year course, with — and this shows the developed interest — tutoring requested by students and parents after school hours. The class roll in Spanish does not do as much to impress the reader with the progress as does the attitude of the students. In addition, a non-credit course (because the teacher lacked college credits) was offered in German after school for anyone wishing the course. The resulting enrollment was amazing, for the students received no credit, had to buy their own books, and also were required to find their own ways home in that rural area. A three and four-year program in Spanish is in the planning stage and will be available as soon as enough students are prepared for it. Progress such as this in an area where education is not the prime interest of parents demonstrates what can be done with public relations, a survey of the area's interests and demands for a suitable foreign language, and an active guidance department.

Language "Sells Itself"

Once established, a good foreign language curriculum sells itself to other teachers who may be needed as replacements, whether directly out of college or from other schools. "The story gets around," as the man would say, and the fact is known that it, or any other, particular school is progressing in a certain foreign language area. The field will maintain itself within the curriculum if it has the proper study and encouragement from the beginning.

Again, the particular area calls for the language to be offered in the secondary school. Difficult as it may be to understand — because we are dealing with parents — certain languages do not hold the interest for learning as do others. This, of course, varies across the nation and even within short distances between schools. Russian may appeal to a group of students and their parents in an eastern school where college choice may be sociology, foreign service, economics, and so forth. In the midwestern and southern locales, Spanish may hold forth far above other foreign languages, and yet there may be secondary schools a few miles apart within those regions where the language appeal is completely different, German in one, French in the other. Trying to put borders around language interests would be a rather fruitless effort, but fundamentally the idea does exist.

We have spoken of schools in which the curriculum, the size of the school, and the money available limits foreign language development to one or two specific language areas. If we were to take a cross section of American secondary schools at random, we would find that few of them can afford to go to the top rung of the ladder in offering complete foreign language service to the students. For those reasons, it is imperative that school officials study their areas carefully before initiating a foreign language program on a large scale. The language requirements or the language courses offered by the colleges the young people will attend in the future will have much to do with the choice of the language for the secondary school and the future plans of every student. The guidance personnel must be taken into consideration, therefore, when planning the foreign language curriculum or enlarging the present program.

Renovation Called For

Many foreign language curriculums will have to be renovated due to the rising interest in language training. It is apparent that we in the secondary schools are going to be called upon to offer languages beyond English to our students in a fashion we have yet to experience. It is also evident that we must adapt our programs to the desires of the community while still preparing the student in the best manner for his future, whether he attends college or not. ■

principles for improving classroom evaluation procedures

Overhauling School Evaluation

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The three foundation questions in school instruction are: (1) What to teach? (the curriculum and courses of study); (2) How to teach it? (approaches, methods, and devices used); and (3) Was it taught? (the testing and evaluation procedures employed to measure pupil progress).

There is considerable evidence that school people have done well on the curricular and methodology angles of instruction in determining the material to be taught and ways to teach this material.

Since the days of early Chinese testing, educators have been searching for the best test methods. Improvements have been made but actually few teachers are very sure that the final marks issued actually indicate the worth of the pupil. Many children get more than they have coming and tragically far too many get less than they deserve.

Objectives of Testing

The testing program of any school should be designed to do three things:

1. *Measure pupil progress* — discover as reliably as possible the progress made by pupils in mastering curricular materials presented to them.
2. *Test of teacher efficiency* — assuming that an examination is always a test of the one who teaches as well as the one taught.
3. *Motivation of the pupil* — for the pupil who gets high marks it should stimulate him to keep up that record and for the one with low marks it should stir him to do better next time.

Dangers of Over-Marking

Many pupils are given higher marks than they have earned because of favoritism, making impressions on their teachers, and by other "apple polishing" tactics. This unwarranted

progress rating can be dangerous for the pupil. It can cause him to acquire a false sense of his own worth which could result in a letdown in study. The main pinch in overmarking comes when the pupil transfers to another schoolroom or otherwise gets a different teacher who has a lower standard of marking. When this happens it often results in a lowering of pupil-teacher relations and often to parent intervention with protest.

Dangers of Under-Marking

If over-marking is dangerous to pupil welfare, under-marking is more so. The child who gets less than he deserves and is conscious of it may react in several ways. He can lose interest in his school and adopt an attitude of "don't care." He may become discouraged and finally lose all confidence in his ability to do things. Worst of all, his personality can become so skewed with conflicts and frustrations that total life adjustment gets out of gear and he becomes a problem child in and out of school. Many cases that reach corrective institutions got their start in that direction by being under-rated.

Are Failures Necessary?

A few school systems follow a policy of no failures. Perhaps all schools should practice a similar plan. In systems that ask for grading on a curve with some failures required, the axe must fall on someone whether he deserves it or not. Nothing cuts so deeply into personality make-up than a sense of failure. With all of the progress made in modern pedagogy, surely it will be possible to eliminate failures for normal boys and girls who show an average attitude in their school work.

Guiding Principles in Evaluation

It should be possible to improve evaluation procedures in classrooms by careful attention to a few guiding principles that should include the following:

1. Improved meshing of test questions with important phases of actual instruction.
2. More variety in examination makeup by balancing a new type objective with essay type question to give the pupil a broader opportunity for success.
3. Less attention to minutely factual question and more stress on creative experience calling for application of instructional equipment.
4. If standard tests are employed, they should be selected on the basis of their integration with curricular coverage.
5. More credit should be given for daily school work performance.
6. Pupil attitude, interest, and work effort should be figured into the final mark in all subjects.
7. Less attention on a grading curve in finding pupils for superior marks who might be over-marked and also for failure marks who might be under-marked with attendant dangers in both directions. ■

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Increasing greatly in size and cost, **pupil transportation** has become a subject of much litigation and here is a consideration of two aspects of this service: **liability and authorization for uses.**

Trends in Pupil Transportation Litigation

Since pupil transportation has developed into one of the most important, costly, and hazardous of the auxiliary services of the schools, it is not surprising that it should be the subject of much legislation and frequent litigation. It is more surprising that this development has occurred within such a brief period of time. Fifty years ago the transportation of pupils at public expense was practically unheard of in most communities; only a minority of the states had meager legislation authorizing expenditure of public funds for pupil transportation; and very few cases dealing with pupil transportation found their way to the courts.

Since then, however, pupil transportation has become big business. For the school year 1959–60, 10 million pupils will be transported to and from school at a cost exceeding ⅓ of a billion dollars. At least 32 per cent of all pupils attending public elementary and secondary schools will be transported at public expense. Approximately 4.5 per cent of every school dollar of current expense will be expended for pupil transportation.

Such matters as allocation of funds, eligibility of passengers, standards for buses, school bus routes, bus operating regulations, speed limits, and liability insurance constitute, in part, the subject for much legislation. Although the numerous and variable statutory provisions as they apply to pupil transportation in the different states will not be discussed here, they are very important. School officials and others connected in any way with the business of pupil transportation should be thoroughly familiar with the statutory provisions as they apply in their respective states.

This presentation will deal mainly with only the judicial aspects of pupil transportation. More specifically, consideration will be limited to the

two main litiguous aspects of pupil transportation — namely, (1) authorization to provide transportation at public expense, and (2) liability for injuries sustained by pupils in the process of transportation.

Authorization to Provide Transportation

Parochial-school pupils. Some of the most interesting and significant court cases on pupil transportation are concerned with the question of providing transportation to parochial-school pupils at public expense.

Prior to 1947 the state courts had rendered conflicting opinions as to the legal right to transport parochial-school pupils at public expense. Finally the question was brought before the U. S. Supreme Court in the much-publicized New Jersey bus case,[1] 1947. In a 5 to 4 decision the High Court ruled that the New Jersey statute which provided for the transportation of parochial-school children at public expense violated neither the "due process" clause of the Fourteenth Amendment nor the First Amendment by giving support to a religious establishment by paying out of public funds for the transportation of pupils to parochial schools.

The Court applied the same judicial philosophy in the New Jersey bus case as it originally did in the earlier Louisiana textbook case,[2] where the U. S. Supreme Court ruled that the furnishing of free textbooks to parochial-school children was for the benefit of the children and not necessarily for the benefit of the parochial school or the Church.

Some people conclude erroneously that, because of the decision in the New Jersey bus case, school officials are permitted, or even required, to furnish free transportation to parochial-school children when the request is made. They must or may do so only in those states where the laws specifically allow such expenditures. As yet only a small minority of the states have amended their constitutions and enacted legislation permitting or requiring the transportation of children to parochial schools at public expense.

Mandatory provisions. Under statutes where the duty to transport pupils to and from school is mandatory the law must be reasonably construed so that no child entitled to transportation will be denied the privilege. "No discretion is conferred upon the board to expand this delegation of power. The power actually conferred is extraordinary from any point of view. It has been carefully hedged about so as to forbid, rather than to invite, expansion."[3]

Litigation has frequently developed where school boards have attempted to evade the statutory requirement of furnishing transportation to certain children because of the undue expense which would be involved. Unless the statute specifically authorizes board discretion in such matters, the courts will not permit it. In an illustrative case[4] a school board failed to provide transportation for a certain child because of the high cost involved in establishing a bus route for one child in an isolated area. The board urged the parent to transport the child for compensation, which the parent refused to do. The court reasoned:

> It is not a question of how much it will cost the district to transport this child or that child. The district has no right to say it will transport certain children but to transport the remainder will be too costly . . . it is no excuse that plaintiff refused to contract to convey his own children. There was no statutory duty compelling him to so contract.

In another case[5] where a school district board failed to list in its budget under the transportation fund, or to include in its general fund, certain costs of transportation which could have been anticipated at the time when the budget was being adopted, the court ruled that this fact did not relieve the school board from its statutory liability to compensate persons for transporting children to school.

Transportation laws which are most mandatory on the part of local boards of education are those in which the state board of education is authorized by law to specify, within constitutional and legislative limitations, the regulations under which the transportation is to be provided. In at least five states (Delaware, Minnesota, New Mexico, New Jersey, and North Carolina), the state boards are so empowered. Although much of the authority may be discretionary for the state board of education, it is usually mandatory for the local boards. Any regulations which the local board of education may specify must conform to those of the state board of education.[6]

Discretionary authority. In certain instances the law makes the furnishing of transportation of public-school pupils optional with the local boards of education. Where the law is clear and specific in its delegation of discretionary authority to school boards for the furnishing of transportation there is little likelihood of litigation. If the board exercises its discretionary authority honestly, it will be upheld in court even though there is evidence that the board's action might not have been satisfactory or beneficial to certain residents of the school district. It is not likely that the courts will interfere unless there is evidence that the board acted in an arbitrary and capricious manner.

Distance limitations. State laws vary as to distance limitations for transportation. For example, Indiana statutes stipulate that pupils aged 6 to 12 are entitled to free transportation if they live as much as five eighths of a mile from school, whereas Washington permits transportation to union high schools only if the pupils live 4 miles from school.

There have been instances where the question of right to transportation has been settled upon a very narrow margin of distance. A case[7] which was decided just last year in Wisconsin is illustrative. There the statute required school districts to provide transportation for children living "2 miles or more from the nearest public school they may attend." The school board refused to pay for the transportation cost when it was found that the measured distance from the school building to the home was 11 feet less than 2 miles. The plaintiff showed, however, that the distance actually traveled by using the driveway, as he did, rather than by cutting across the lawn, was a few feet more than 2 miles. The school board was required to compensate for the cost of the transportation.

Transporting the physically-handicapped. The question has arisen as to whether or not physically-handicapped children are held to the same transportation restrictions as are other children. For example, in Nebraska, an action[8] was recently brought to determine whether a school district which sends a handicapped child to a special school out-

[1] *Everson* v. *Board of Education of Ewing Township*, 330 U.S. 1 (1947).

[2] *Cochran* v. *Louisiana State Board of Education*, 281 U.S. 370 (1930).

[3] *Schmidt* v. *Blair*, 203 Iowa 1016, 1021, 213 N.W. 593, 595 (1927).

[4] *Mumm* v. *Troy Township School District*, 240 Iowa 1057, 1061–1062, 38 N.W. 2d 583, 585–586 (1949).

[5] *Kimminau* v. *Common School District No. 1*, 170 Kan. 124, 223 P. 2d 689 (1950).

[6] *Rankin* v. *Board of Education*, 135 N.J.L. 299, 51 A. 2d 194 (1947).

[7] *Gandt* v. *Joint School District No. 3*, 90 N.W. (2d) 549 (Wis.) (1958).

side his district is liable for transportation expenses. The court found that the law dealing with education of the physically-handicapped made no reference to transportational matters. Moreover, the law dealing with pupil transportation had no special consideration for the physically handicapped. Consequently the court ruled that under the circumstances, the parent of the physically-handicapped child was not entitled to that which was not provided for in the law. The remedy for such injustice is in the enactment of legislation providing for transportation costs of the physically-handicapped to whatever school it is desirable for them to attend.

Liability for Transportational Injuries

School-district immunity. On the basis of common law, school districtcs (school boards) as agents of the state, cannot be held liable for the tortious acts of their officers and employees. Since school districts are creatures of the state, performing a governmental function, they are no more liable than the state itself. The courts have repeatedly and consistently, up to the current year, applied the common-law rule of nonliability to school districts on the ground that transportation of pupils to and from school is a governmental function.

Several states (California, New York, and Washington) have by statutory enactments, removed their school-district privileges of immunity. Therefore if a pupil in any of those states is injured in the process of transportation to and from school, action may be brought against the school district to recover damages.

In addition to the three states which have waived their immunity to liability for all tortious acts committed by school employees, several states in recent years have attempted to waive their immunity as applied to certain aspects of pupil transportation. For example, a North Carolina act empowers a school district "to waive its governmental immunity for any damage by reason of death or injury to person or property, proximately caused by the negligent operation of any activity school bus. . . ."[9]

Over the last half century the courts have been about as impotent as the legislatures in bringing about abrogation of school-district immunity. It is true that on numerous occasions the courts have feebly voiced, by way of dicta, their displeasure and dissatisfaction with the antiquated and unjust immunity doctrine but, nevertheless, have usually followed the long-trodden path of precedence in upholding the school-district immunity.

In just a few isolated cases the courts have found school districts liable on the grounds of tort by creating or maintaining a nuisance, while performing proprietary functions, or even while performing governmental functions to the extent of its insurance coverage.

Moreover, in rare instances, courts have held members of school boards individually liable for injury growing out of malicious and indiscreet acts. For example,[10] the North Carolina Supreme Court found individual members of a school committee individually liable for the death of a child caused by the reckless driving of a bus driver who was known by the committee at the time he was hired to be a person who was "reckless and unfit for the position."

Immunity doctrine cracking. Not until this year, however, has a state supreme court gone so far as to completely ignore the long-standing doctrine of immunity. Just last March the State Supreme Court of Illinois virtually ripped the cloak of immunity from the shoulders of a school district in a case[11] where a child brought action against the district for personal injuries sustained in a school bus accident caused by the alleged negligence of the bus driver.

In rendering its startling and significant decision the court said: ". . . we accordingly hold that school districts are liable in tort for the negligence of their agents and employees and all prior decisions to the contrary are hereby overruled."

Whether or not the majority opinion of the court in this Illinois case will eventually be reversed cannot be determined at this time. Neither can it be determined at this time what influence this case will have in other jurisdictions with regard to school-district immunity. There can be no doubt, however, that the armour of immunity has been severely cracked.

As the immunity of school districts diminishes both by legislative enactment and judicial decree one might speculate as to the probable effects upon bus accidents. There are some who fear that with the abrogation of immunity will come a flood of litigation involving the school district. Damages will be sought from the school district instead of the bus driver who is less able to pay. This could be detrimental if the bus drivers would be less careful in the protection of pupils in their charge, on the assumption that the school board would "pick up the tab" for damages resulting from the negligence of the school employee. To offset such possibilities, however, a school board which is vulnerable to liability would likely exercise more care in the selection of the bus driver. At least such was the contention of the Illinois Court which declared: ". . . we believe the abolition of such immunity may tend to decrease the frequency of school bus accidents by coupling the power to transport pupils with the responsibility of exercising care in the selection and supervision of the drivers."

Insuring against liability. Regardless of future judicial action regarding school-district liability, it would be prudent for every school district to insure against liability for personal injury within the limits provided by law. If the limits are too narrow, legislation should be sought to broaden them.

Unfortunately, insurance against liability of the school district in some instances meets with numerous legal obstacles. Because the district is without liability, the courts have held that it is without power to spend public funds for liability insurance unless a statute permits it. To spend funds in such a manner, it is held, is not only a waste of public funds but an illegal expenditure as well. Protection against a loss for which there can be no district liability is unnecessary.

Nevertheless, children who are injured in riding the school bus or engaging in any activity of the school, to which they are required by law to attend, should have the right to recover damages for injuries resulting from the negligent or improper acts of school officers and employees.

School officials should exert their influence in hastening legislation which would legalize the purchase of liability insurance for the purpose of paying damages to persons sustaining injuries proximately caused by the negligent operation of school buses.

More liability. Even before and after such legislation is enacted, school officials must assume the responsibility for the careful selection of school bus drivers so that children are not made victims of reckless driving.

The mere fact that school officials are generally exempt from *legal liability* for the tortious acts of their employees imposes upon them a greater *moral liability* to avoid and eliminate, as much as possible, the dangers involved in pupil transportation. ■

[9] *Schutte* v. *Decker*, 83 N.W. (2d) 69 (Neb.) 1957.
[9] N.C. Gen. Stat. Art. 115-45.1 (1953 Supp.).
[10] *Betts* v. *Jones*, 166 S.E. 589 (N.C.) (1932).
[11] *Molitor* v. *Kaneland Community Unit School District*, Docket No. 35249, March, 1959.

a detailed analysis of **remodeling versus new construction costs** with complete **how-to facts** on an exceptional remodeling program

When Does It Pay to Remodel?

E. A. TRAVER
Chairman Building and Grounds Commission
Union School District No. 1, Lake Geneva, Wis.

In 1956, a new, consolidated high school district in southern Wisconsin was authorized and shortly thereafter construction was started to provide the necessary facilities to house and educate the students of this enlarged district. Lake Geneva, being the largest city in the new area and operating a large high school, would soon be confronted with the unusual problem of having approximately 18 vacant classrooms that had been formerly used for high school purposes. At the same time, this community was also confronted with the problem of an ever increasing elementary enrollment at the rate of approximately two rooms every three years. The question was what to do to make use of these old high school facilities, and also to improve present elementary buildings so that they would best serve the system.

A two-year waiting period, before the high school would move to their new quarters, provided the elementary district with adequate time to take the necessary steps to be ready to meet the situation when it did arrive. Of course, possessing 14 to 18 extra classrooms is no detriment to any growing district, but the cost of operating buildings when only half occupied does present an expensive problem. The realization that buildings 50 and 60 years old, badly in need of renovation and modernization, were being used for lower elementary classes caused the board great concern.

Remodeling vs. New Construction

At this point the question of the advisability of spending for the purpose of remodeling as against the cost of new construction, was uppermost in the minds of the Lake Geneva school board.

Members of the Lake Geneva building commission are, left to right, seated: James Pendergust, treasurer; Fuller Boutelle, president; Frank Bullock, clerk; Theodore Kitzie, principal; Vernon Pollock, superintendent. Standing, E. A. Traver, director; Edgar Stubenrauch, architect; and William Hammersley, Jr., director.

In the foreground of this rendering is the classroom wing of the Academy which is daylighted by Thinlite Curtain Wall.

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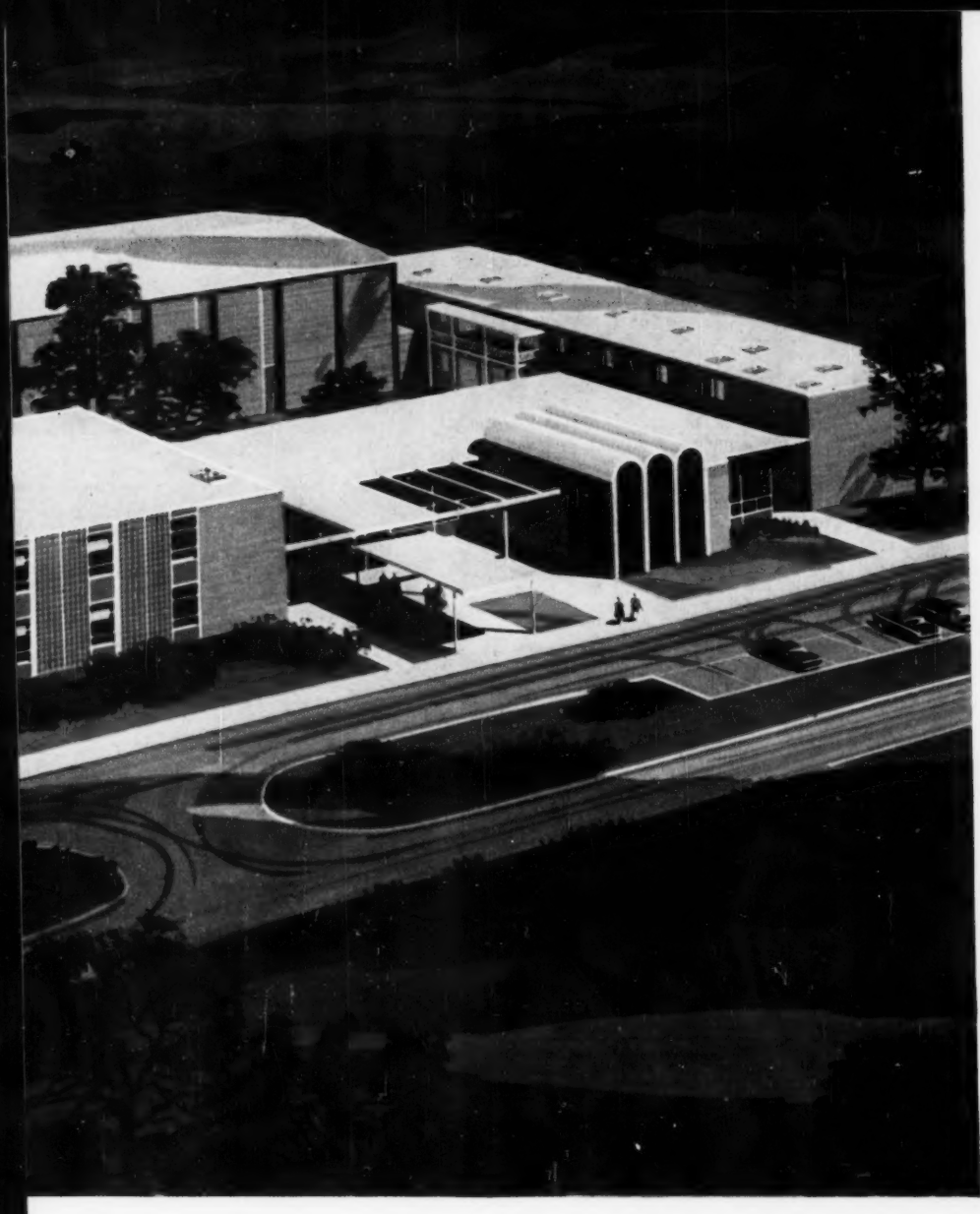

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Under the direction of superintendent Vernon Pollock and principal T. J. Kitze, the board decided that outside advice would be beneficial in arriving at an answer to this problem.

A general survey of all school buildings in the system evaluated their present worth, future potential, and the need for increased elementary facilities. To answer these questions, the state department of public instruction was called in to give advice and make recommendations. The area which this article describes consists of three buildings: one that was being used entirely for high school purposes and built in 1930; a second building connected to the one mentioned above, providing a combination of facilities for high school and upper elementary grades, and having a cornerstone dating back to 1900 (It was in the area of these two buildings that the temporary vacancies would exist); a third building at the other end of the same block — a 14-room, two-story "L"-shaped brick structure, operating elementary grades, kindergarten through six, and built in 1904.

After a complete study of the structural conditions of all the buildings, their respective location as to center of population, and present enrollment figures, as well as those known enrollment increases expected during the next five to six years, the state department representative made the following recommendations:

(1) The high school building built in 1930 could easily be converted to a practical junior high school comprising 7th and 8th grades with cost of such conversion not too great.

(2) Building number two, because of its age and its general physical layout of rooms, etc., did not warrant consideration for a full-scale renovation.

(3) That the last-named building in the block was structurally sound and would lend itself well to an over-all rejuvenation.

A recommendation was also given that the board view a project in another part of the state that had just been completed along these same lines. After having had the opportunity to compare the Lake Geneva building and the one just reconditioned, it was discovered that both buildings had been built about the same time and were quite similar in design. It was thought that by using the same architectural firm that planned and designed this job, Lake Geneva would benefit by their past experiences. The firm of Edgar A. Stubenrauch & Associates of Sheboygan, Wis., was engaged and instructed therefore to draw preliminary plans for inspection.

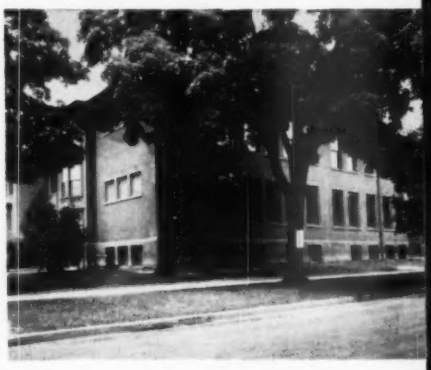
In the meantime, inquiries and surveys were made to determine what the replacement costs of the building under consideration would be. By checking new schools of similar size which offered the same facilities that were being proposed for this project, a $500,000 to $550,000 replacement value was established. Applying the 50 to 60 per cent ratio of expenditure for remodeling against the cost of new construction (which indicated a sound investment) showed that an amount of $250,000 to $260,000 would be considered a sound investment. Also realizing that most building projects, both new and remodeled, usually run a great deal more than anticipated, a budget in the amount of $200,000 was adopted for the project and the architect was instructed to work within that budget for his final working plans and specifications.

We might add that it was thought that the undertaking of this project immediately after the moving of the high school would prove advantageous to the elementary district, because students could be transferred into those rooms being vacated by the high school, and this, in turn, would give a longer period in which to complete the job as well as reflect in a reduced operation cost for the period of renovation. Also, after further discussion with the architect, it was decided that a 14-month completion date on this project would result in better bids and further benefits to the district.

Final Plans Approved

Co-operative planning between the administration, the board, and the architect resulted in the final plans being approved, bids being let, and construction being started in less than 30 days after the high school moved into its new building. The final bids for all construction contracts, in the amount of $232,827.10, however, exceeded the budget ceiling set some 18 months earlier. However, this figure was still well below the cost established as sound investment. This figure also included an addition to the building, providing approximately 400 sq. ft. of additional floor space, including finished toilet areas, janitor closets, two unfinished classrooms exceeding 1000 sq. ft. each, and a kitchen area in the basement for a future hot lunch program.

The building to be remodeled, like all structures built during this period, was proudly designed with 14-foot ceilings and tall windows. The wood wainscoting in the halls and stairwells was also typical of the era. The hot-air furnaces took up large areas in the basements as well as cutting down head room because of the need for the heat ducts. The toilet facilities that were available were scant and located in the basement. There were large cloak rooms adjacent to each classroom. The classrooms and halls with poor lighting, cracked and loosened plaster in many places, and old, creaky obsolete wooden stairs, did not make for a comfortable atmosphere or the safety that is desired in the public school. We are sure that this description of the old school in Lake Geneva could fit many buildings throughout the country which are now being used. However, the results that were attained in this community show that such atmospheres can be changed, facilities can be improved, and safety features met with greatly reduced costs to the persons that have to pay the bills.



The Interior Improvements

Now let us consider the improvement and what was done to obtain this end. All wood lath and plaster was removed and replaced with fireproof rocklath and cement plaster. All old wood trim was entirely eliminated by plastering in the door jambs and the new, shorter aluminum windows. The sills of all the windows were finished with ceramic tile to create lower maintenance costs. The partitions between the cloak rooms and classrooms were removed, adding valuable space to the teaching area. The smallest room in the building is now in excess of 940 square feet and the maximum ranges up to several that are well over 1100 square feet. The old maple floors were

removed and the subfloors covered with 2½ inches of concrete. This was then finished with asphalt tile laid in colorful combinations of greens, reds, tans, browns, grays, and whites. The ceilings were lowered to 10 feet and finished with acoustical tile. Blond oak doors, with cabinets to match, were the only wood items that were used at all.

The cabinet area in each room is approximately 22 feet long, and provides a teacher's wardrobe, a storage compartment with shelved area for book storage, and plenty of drawer space. The formica top makes a splendid place for classroom project work, is equipped with a stainless steel sink for washing and also has a water fountain connection. Approximately 125 square feet of chalkboard grace the walls of each classroom as well as 200 square feet of tackboard. These are all trimmed with extruded aluminum moldings.

Three Kindergartens Provided

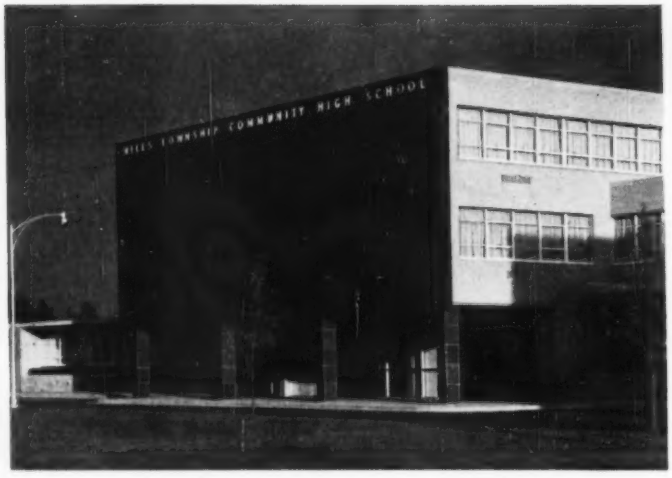
Three kindergartens were provided, each being a self-contained unit with its own private toilet facilities for both boys and girls. Boys and girls toilet facilities were provided on each floor and planned for maximum student enrollment.

Centrally located on the first floor is a teachers' workroom, with a 22-foot formica top work counter, and below this a spacious drawer and closed shelf area. This room, in turn, is connected to a teachers' conference room, which is most useful for committee meetings, etc. Directly above this area, on the second floor, space was provided for the school secretary and a principal's office which looks out across the block-square playground.

The old wooden stairs were removed, replaced with steel and cement, and then covered with ceramic tile. All toilet rooms and entrances were finished with ceramic tile floors and walls; corridors and stairwells were finished with a 5 foot high ceramic tile wainscot, which makes for beauty as well as easy and reasonable maintenance.

The heating now has hot water unit ventilators, all automatically controlled by outside temperature; the heat energy

(Concluded on page 72)

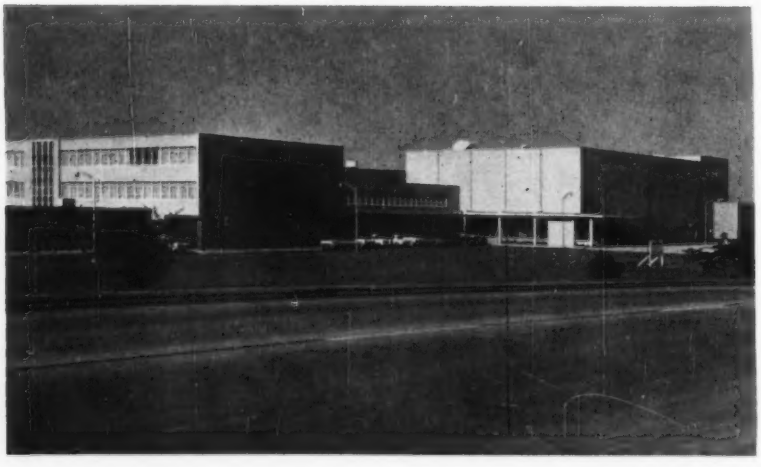


— Glenn Dahlby

Close-up view of the main entrance of Niles Township Community High School in Skokie, Ill. Clyde Parker is superintendent. Architects were Holabird & Root & Burgee of Chicago.

"a superb academic environment" this community-centered school provides a blending of modern educational aims and materials for 1950 high school students

Above, side view of Niles Township Community High School with library wing prominent in foreground. Below, front view of the school building.



When is a school more than a school? It is believed that this question has been answered in Niles Township where the recently opened West Division High School incorporates the idea of a community-centered physical plant, together with a superb academic environment for the high school students of this area. The new campus provides a splendid blending of modern educational ideas and materials.

Niles Township, located north of and adjacent to the city of Chicago, includes the villages of Skokie and Lincolnwood and most of the villages of Morton Grove, Niles, and Golf. The population of this high school district in 1959 was estimated to be nearly 90,000. This is one of the fastest growing suburban areas in the nation as evidenced by the volume of building permits issued over the past three years. The township has an assessed valuation of approximately $360 million. A variety of modern industrial plants contributes to this favorable economic status.

Public education in the township is provided by nine separate and independent elementary school districts and one high school district. The first high school classes met in September, 1931, and were housed in the Lincoln Elementary School. In June, 1936, the township electorate voted to create a four-year high school and in January, 1939, a one million dollar high school was opened. The new building was thought to be mose than ample. However, the growth of homes and indus-

The Niles Township Community High School

STUART A. ANDERSON and JOHN J. GACH

tries, together with the great increase in the birth rate following World War II, soon forced the construction of three additions to the original structure. In 1955, the people voted to build a second high school to be located on a 65-acre site at Edens Expressway and Oakton Street. In September, 1958, this new $4.5 million West Division building was opened to 1800 ninth and tenth graders and 85 teachers and administrators. One year later, it had an enrollment of 1950 students and a staff of 105.

East Entrance Wing

The east entrance wing, a two-storied, black-tile exterior section, overlooks Eden's Expressway. The ground-floor level is very functional since the bus unloading area leads directly to the attendance office and a well-equipped health center. This last facility includes an examination room, three individual rest areas and a nurse's office. A large audio-visual center, housing a sizable film library as well as the very finest of audio-visual equipment, is also located in this area. The upper level contains the very heart of any strong high school, the library. Here one finds a pleasant and cheerful environment for students and teachers alike. The seating capacity is 160 and the stacks provide space for over 20,000 volumes. A teachers' professional library for staff members engaged in curriculum research and study occupies a separate room within the library.

Academic Wing

These three floors include 46 regular classrooms, 12 science laboratories, a colorful art room, a well-equipped home economics suite, five study halls, and four industrial arts rooms. Other facilities include the reading clinic and the speech correction center. Foresight and vision went into the planning of the science rooms well in advance of the current national re-emphasis upon the teaching of science. The department includes four distinct two-room suites with excellent workroom facilities for independent research and specialized activity on the part of talented students.

Student Community Wing

The student community wing is a particularly unique area as it was primarily designed for extracurricular use by the students. The sliding doors of the lounge make possible a separate facility for student council and other student club activities. The entire area — replete with its colorful Fiberglas furniture and tastefully draped windows — has been enthusiastically received by the students.

Dr. Anderson is assistant superintendent of School District No.219 in Skokie, Ill., while Mr. Gach is principal of the district's new Niles Township Community High School.

Gymnasium

The nine separate teaching stations provide exceptional facilities for the physical education program for both boys and girls, since the instructional groups can be kept small and more readily supervised. Locker and shower facilities are located under the main balconies. Other features include team rooms, a modern dance studio, and office facilities for the members of this department.

The north and south balconies of the gymnasium are especially noteworthy, for they feature a major installation of "reverse-fold" bleachers. In effect, these bleachers provide a high wall to make possible the use of the two spacious balconies for teaching purposes. The total seating capacity of the contest gymnasium is approximately 3500. Community needs have been carefully considered as evidenced by the large parking lots and the special entrances to this area.

Cafeteria-Dining Wing

This area is highlighted by the student dining room which is serviced by four separate cafeteria lines. Approximately 500 students can be served during each lunch period. The spotlessly clean kitchen and dishwashing areas are easily maintained because of the stainless steel equipment.

This wing also includes a separate serving-dining room for faculty members as well as a spacious faculty lounge.

Auditorium-Music Wing

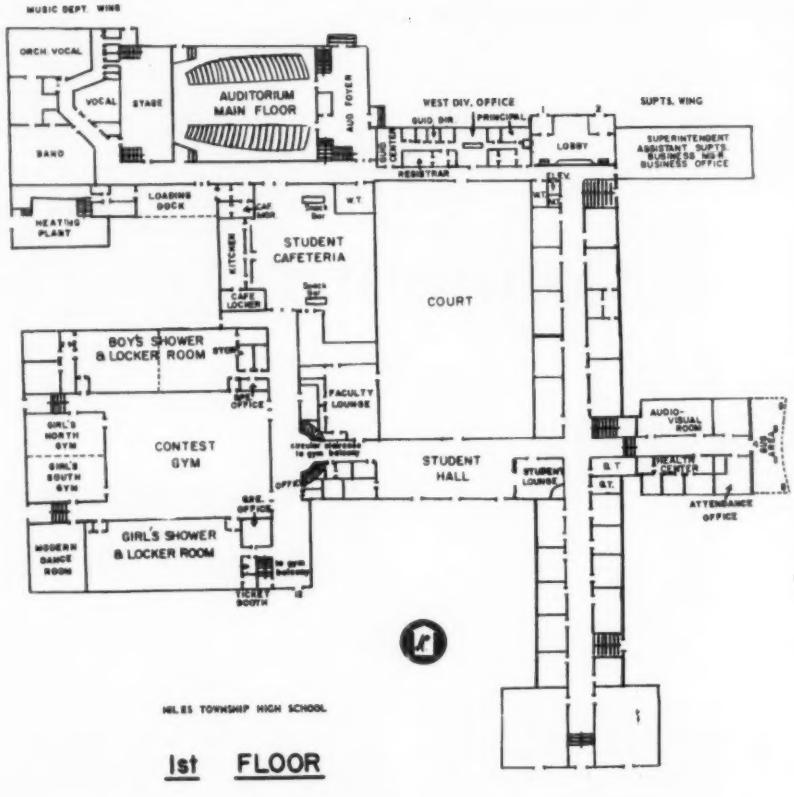
The auditorium will accommodate 1568 persons in comfortable upholstered seats on the main floor and balcony. The stage is 88 feet wide and 40 feet deep, with a proscenium opening of 47 feet, and a clear height of over 40 feet from the stage floor to the overhead grid. The installation of modern lighting and stage equipment makes this area adaptable to many uses: musicales, large festival choruses and plays, as well as to speech and dance group presentations.

The music area is adjacent to the stage. It is built around a spacious band room and an equally large orchestra-choral room, both with semicircular tiered floors. There also is an auxiliary room for smaller choral groups or music appreciation classes, eight studio and practice rooms that may be monitored from a special booth, a music library, and storage rooms for uniforms and band instruments. The accessibility of this area to the auditorium makes it extremely functional.

Administrative Wing

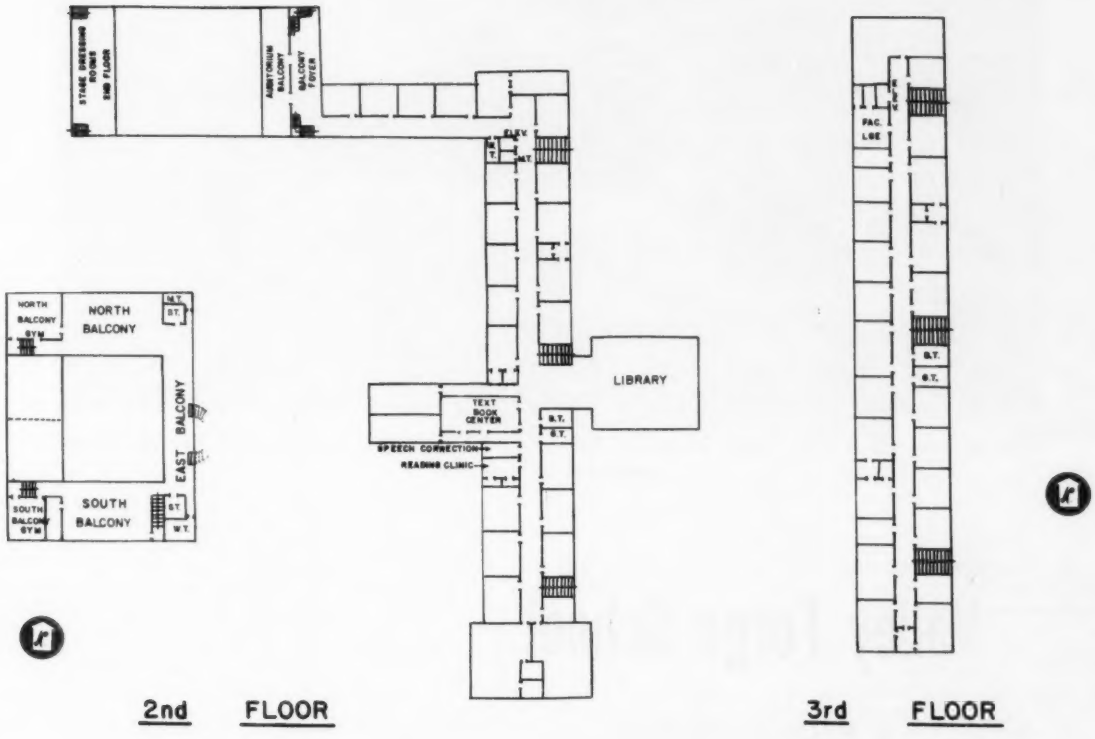
The main or visitors' lobby is the center of this wing. The West Division High School office suite is located directly west of the main entrance lobby. This area includes a waiting room, a general office, facilities for the registrar and bookkeeper, and the offices of the principal and assistant principals. Adjoining this area is the guidance center which includes a central office, four consultation rooms, and the office of the Director of Guidance.

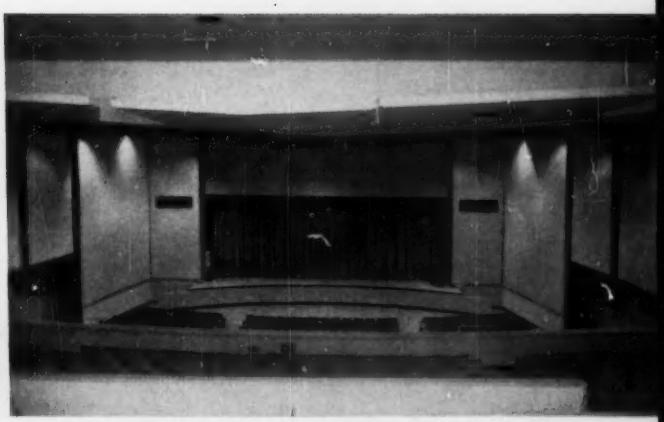
The administrative wing which includes the business offices and the superintendent's area is located east of this central lobby. This one-story section consists of administrative offices as well as the office of the Board of Education. ■



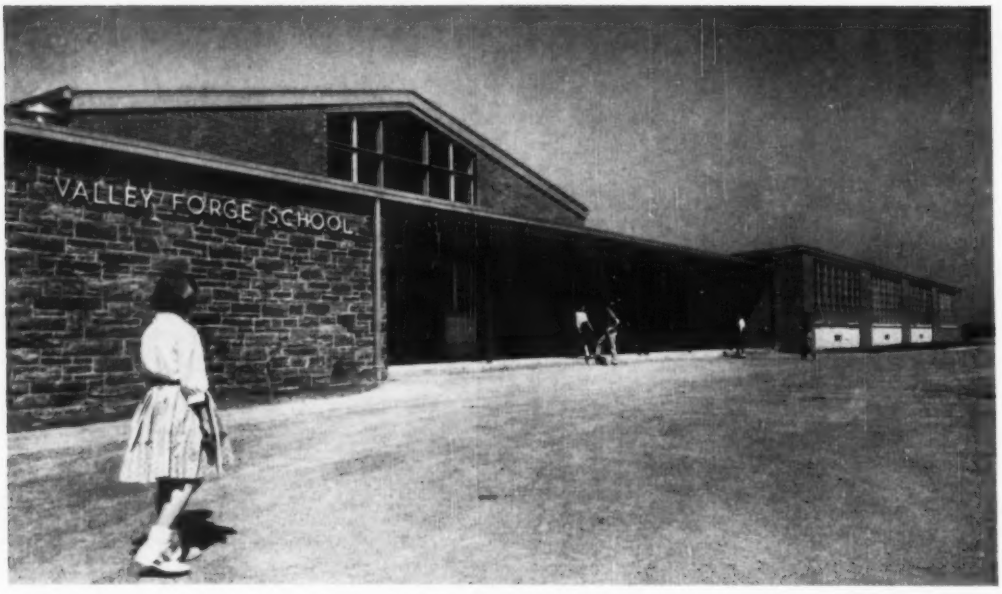
—W. C. Martin

Left, one of the fully equipped combination classroom-laboratories in the science department. Right, the library with its many windows and acoustically tiled ceiling.





Left, the home economics room with modern appliances and model dining room. Right, the modern, fully-equipped auditorium which seats 1558 persons on the main floor and lobby.



Exterior view of Valley Forge School in Berwyn, Pa. Architects were Fridtjof Tobiessen and Associates of Paoli, Pa.

Valley Forge School

J. MAURICE STRATTAN

Superintendent, Paoli Area Joint School System

Berwyn, Pa.

For 175 years after Washington and his Continental army marched out of the Great Valley, it remained a quiet, peaceful, rural area. After World War II the scene changed rapidly. The grain fields became homesites. The pastures became lawns. From a few isolated school bus stops a few years ago, it became necessary in 1958 to provide for a whole school full of children.

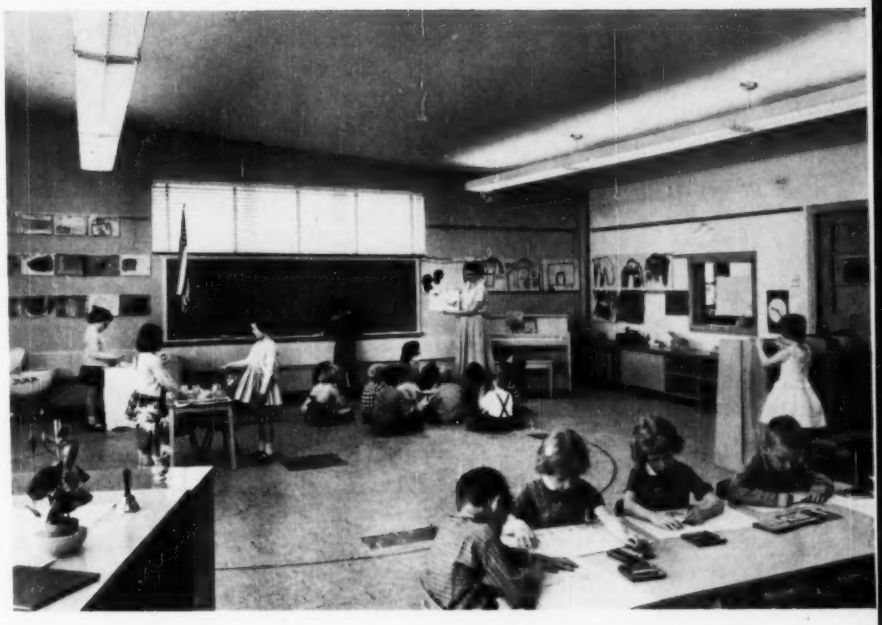
This school, which is in sight of the Memorial Arch — the shrine of the famous Valley Forge encampment of revolutionary times — is a one-story structure built to accommodate 625 pupils, grades one to six. In addition, a room specially constructed and equipped for retarded pupils was provided at this school. This special class serves the entire Paoli Area.*

Among the many fine features of this school is a cafetorium, which serves three major purposes. Here, each day, all children may eat a well-balanced meal. The kitchen is located for service, but placed so that it will not interfere with classroom activities. Because folding tables have been provided, the cafetorium can quickly be changed to accommodate other activities such as assemblies, plays, and demonstrations. Moreover, the stage, which can be

* Tredyffrin Township is a member of the Paoli Area Joint School System, comprising six school districts, in the eastern end of Chester County.

The stage can be used as a music classroom when it is not needed for assembly presentation.

A view of one of the kindergartens at Valley Forge Elementary School.



closed from the main assembly room by folding partitions, serves as a music classroom when this unit is not needed for assembly presentations.

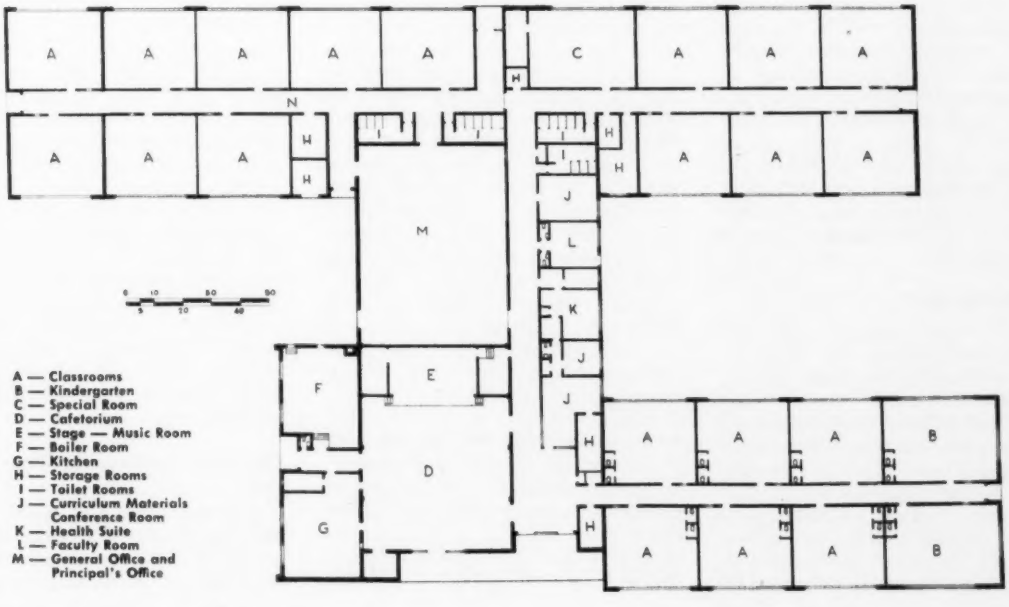
This is an excellent arrangement because the piano which is needed for choral music instruction is normally located on the stage, and because the anterooms which might serve as stage dressing rooms can be used for small group instrumental practice and instruction, permitting three groups to practice simultaneously, with an instructor close by. A separate gymnasium is provided for physical education activities and community use.

The school has full facilities for good administration, health service, art, recreation, and well-equipped self-contained classrooms. Moreover, it makes provisions not only for a faculty room for the relaxation of teachers, but also a curriculum materials and conference room permitting supervisors and teachers to work together in small groups for curriculum improvement.

This school, which was the seventh elementary school building project of this system since 1950, embodies much that has been learned through intensive study and practice by the school administration, faculty, and architect, and as such has become a byword of economy and efficiency. Not only does the school contain all of the features needed for a good, learning situation, but these have been provided at extreme economy in building costs. The school, which is built on a slab with hot water heat, uses wall bearing construction. The large cafetorium and gymnasium areas have a pre-cast concrete roof supported by concrete arches which were formed and poured on the site.

The total over-all cost, excluding land — which is an extreme variable in suburban school costs — but including construction, architect's fees, and all equipment, was $691,753. On a per-pupil basis, using the district standard of 25 pupils per classroom, this is $1,036, or at capacity standards used by the state for building reimbursement purposes, the cost would be $911 per pupil. This school has been cited by the Pennsylvania Department of Public Instruction as being one of the lowest-cost elementary school projects in the state constructed between 1956 and 1959.

The building was designed by Fridtjof Tobiessen and Associates of Paoli, Pennsylvania. ■


A — Classrooms
B — Kindergarten
C — Special Room
D — Cafetorium
E — Stage — Music Room
F — Boiler Room
G — Kitchen
H — Storage Rooms
I — Toilet Rooms
J — Curriculum Materials Conference Room
K — Health Suite
L — Faculty Room
M — General Office and Principal's Office

how to plan your schools

L. J. HEEB
State Recreation Consultant,
School of Education,
University of Kansas, Lawrence

there are more than 25 million Americans involved in **adult education** today (and authorities believe this will double in the next generation . . . and here are **basic provisions for community use** for you to remember in planning your new facilities

The design of schools for use by the community, as well as for their normal functions, becomes a more vital subject each year. Interest in an article on this subject which appeared in another publication,[1] has prompted the author to delve deeper into the subject and to direct his remarks to boards of education and school administrators who have the responsibility for the planning of new school plants.

Why the Schools?

First let us consider why the schools should accept the responsibility for providing facilities for use by community groups:

1. Schools in general have accepted the challenge of teaching the "worthy use of leisure time." They are offering courses in such areas as music, dramatics, art, physical education and athletics, manual training, and driver education. "Activity" or "club" periods are also designed to stimulate interest, teach skills and create a positive attitude toward a variety of leisure time pursuits. Many of these activities require specialized facilities and equipment. Because educators and boards of education consider these areas important enough to provide the facilities, equipment, and instruction for them, it follows quite logically that they would consider it equally important that the learner pursue these interests beyond the school age. The use of these facilities generally does not include the late afternoon, the evening or week-end and holiday periods. It is at these precise times that the needs of the community are the greatest.

2. The shorter work day and week, along with the development of laborsaving devices for the household, have resulted in a continuous increase in the amount of leisure time.

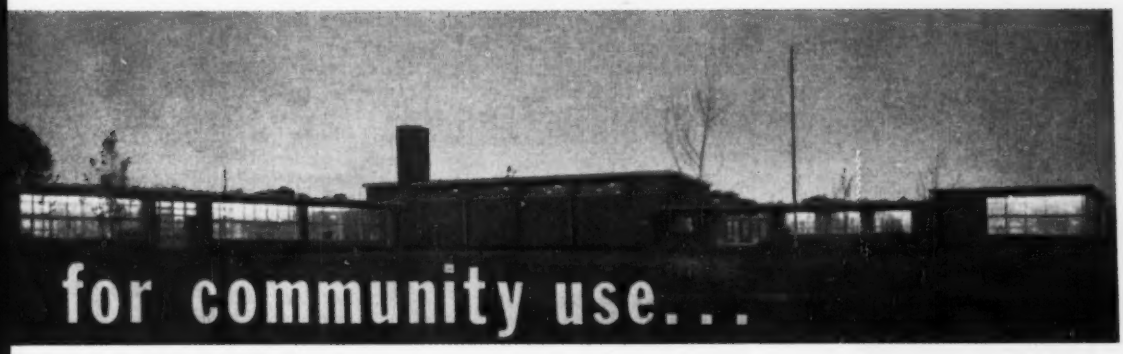
3. The public is demanding more and more services from government at the various levels. This results in a greater demand and concomitant competition for tax monies. Regardless of this, to construct duplicate facilities to serve the same purpose and the same neighborhood is a waste of public funds.

We may conclude, therefore, that since the schools belong to the public and have the facilities for which there are nonschool related needs, that these facilities should be made available for community use. The greater the use to which a public property is put, the greater a "dividend" the community realizes from its investment.

Planning Buildings for Community Use

A building planned with community use in mind can serve this purpose much more effectively and economically and do so without hamper-

[1]University of Kansas *Bulletin of Education*, May, 1959, Vol. 13, No. 3.



for community use...

ing its function as an educational plant. Below is a discussion of some of the items which must be considered.

Zone heating. The layout of the heating system can be arranged so that the parts of the building which are used during the winter evening periods can be heated to comfortable temperatures without the costly heating of the entire building.

Entrances and exits. Ready accessibility to areas used for community purposes avoids traffic past areas not being used. Rooms in such areas would have to be locked or the corridors would require supervision for varying periods of time depending upon the group which was using the building.

Toilet facilities and drinking water. If such facilities are located near the areas which are used during the off-school hours, traffic through unneeded portions of the building will be eliminated. Drinking water may be supplied through an added fixture attached to a cold water tap in the boys' and in the girls' rest rooms.

Storage. Many community activities require storage space for materials and equipment between sessions: projects in the shops, costumes and small properties for dramatic groups, and teaching aids for adult education, to name but a few. To provide storage space eliminates the source of irritation between school faculty and community activity leaders. Exposed doors and drawers should be equipped with built-in locks.

Light switches. Combination auditorium-gymnasiums, planned for school use only, quite frequently have all light switch controls located backstage to accommodate stage productions. The result is that anyone who uses the facility at night must grope in the dark, fumbling his way backstage for the light switch panel. Somehow that flashlight, left in the automobile glove compartment, is of little value. Backstage lighting control is important but can easily be supplemented by switches for "house lights" conveniently located at a corridor entrance. Switches for corridor lights should also be conveniently located at all entrances which may be used in the evening. Areas outside the entrances, especially those near the parking area, should be well lighted.

Folding gates. A convenient and effective way of restricting the accessibility to areas intended for use in a given situation is the use of folding gates strategically placed in the corridor. When not in use, they fold into a recessed space in the wall. It is suggested that the gates extend to the ceiling to prevent mischievous passage over them.

Playground. According to national standards, a neighborhood playground serves approximately the same residential areas as the elementary school. Therefore in many cities the summer playground is conducted on the elementary school grounds. If one classroom, adjacent to the playground, has a direct entrance from the playground, that room can be used without exposing any other part of the building to traffic. This room can then be used for storage of equipment, activities involving the use of a piano, and for general programs during inclement weather.

Direct entrance to toilet facilities from the playground is also a distinct advantage during the school year as well as for the summer playground season. Outdoor drinking fountains are standard equipment on the school playgrounds in many cities.

Locker rooms. Circulation of air for proper ventilation in locker rooms is a must. If partitions are needed to restrict the movement of nonschool users, a heavy gauge wire screening may be used for the barrier and door.

Gymnasium. Roll-away bleachers afford dual use of a given space, for either spectators or participants, according to the need. Basketball goals which are adjustable to a height range of from 8 to 10 feet are a practical feature. Through their use a facility may be readily adapted to the needs of the various age groups.

Windows. Plate glass windows set in interior walls which separate facilities make supervision of school as well as community groups easier and more effective. In some situations it is best to install a window which opens by sliding laterally, thus providing direct communication through an otherwise solid wall: for example, the wall between the locker room and the physical education office.

The All-Purpose Room

Cafeteria or all-purpose room. Some of the tables may be constructed to measure 30 by 108 inches in size which is one-half the width and the full length of a table-tennis table. Other tables, which fold into the wall, are available commercially.

Coat check. A classroom which is located near the entrance may be converted into a "check room" through the use of portable coat and hat racks or, for small groups, the garments may be placed on the desks or seats. A table, set in the doorway, will serve as a counter.

Other. A telephone and first aid supplies, other than those located in the principal's office, should be avail-

several points to consider in planning schools for community use

zone heating
rooms used by the community must be heated without having to heat the entire building

entrances and exits
rooms planned for use by the community must be readily accessible from major entrances and exits

light switches
switches for house lights should be conveniently located at all entrances used by community groups

able to leaders during off-school hours. Public telephones should be placed in corridors for accessibility and recessed in the walls for economy of space.

Joint Planning

In the larger cities, joint city-school planning has proved to be an effective, economical procedure. When the board of education purchases land for a new school building, the city purchases adjacent land for park purposes. The park land is developed for use of the school children with areas for apparatus, games of low organization, and fields, diamonds, and courts for more highly organized games. Picnic areas and other park facilities are located a greater distance from the school building.

The board of education, with a smaller investment in land areas, provides additional storage space, entrances, and, in some cases, rooms designed specifically for community use.

Both the building and the park are planned jointly by the two bodies for their common use. The school uses the park for its out-of-doors program, and the recreation department and other community groups use the school for their various after-school, holiday, and summer activities. This eliminates the cost of purchase, construction, development and maintenance of duplicate facilities.

Problems Arise

Use of the school building by community groups creates a certain number of problems along with the many advantages which it affords. The number and the magnitude of the problems varies considerably from one community to another and, within a given community, from one year to another. Listed below are a number of such problems and ways in which they might be resolved. It will be noted that the solution of many of them lies in proper planning for new school buildings.

1. *Janitor services.* First of all, the janitor must be paid for nonschool functions if he is expected to return to the building at night after a full day of work. This expense should be borne by the group or organization that uses the school. If the building is large enough to require the services of two or more custodians, their work schedule can be so arranged that one of them reports for duty in the afternoon and works until 10 or 11 p.m., regardless of whether or not the building is to be used. In the past the greatest need for janitor service was to operate hand-fired boilers to heat the building. Modern automatic control boilers do not require a skilled operator.

2. *Securing the building.* There is always the danger that the building will be left with doors unlocked, windows open, or lights on. This is entirely a leadership problem. Groups using the building must understand that they must provide leaders who can accept the responsibility of securing the building before leaving. A group which does not provide such leadership must sacrifice its privilege after a reasonable probationary period. However, this should not reflect upon groups which do provide proper leadership or still other groups which may petition for the use of the building.

3. *Lack of proper supervision.* The key to the success of any program is *leadership.* However, if the building is left unprotected, cluttered, or damaged, the situation must be changed or the group involved must lose the privilege of using the building. A building planned and designed for community use, which limits the area accessible to groups who use it, is considerably easier to supervise. The leader must be carefully selected and before he assumes responsibility for the group he must be informed as to what is expected of him and what rules or regulations govern the use of the building or a given facility within the building. If a specialized area, such as the woodworking shop, is used, it is an advantage if the regular shop teacher can be hired to supervise the community group.

4. *Conflicts in schedules.* Most of the conflicts between the school and the community group can be avoided through proper advance planning. Quite naturally the school-related events take precedence, but they can usually be scheduled well in advance of the dates on which they are to take place and the community group notified immediately.

As noted above, many of the problems can be eliminated by careful planning before the building is constructed. Proper communication contributes greatly to a happy school-community relationship in the use of school facilities. A written agreement setting forth the terms under which the facilities are to be used is of greatest importance. The most important control factor involved is the desire and determination of the school administrator and community leaders to make it work. None of the problems, however, are so serious as to outweigh the educational, economic, cultural, social and recreational advantages of opening the school building to community groups. ■

The K-3 School Evaluated By the K-3 Principal

GILBERT M. TRACHTMAN

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Long Beach, N. Y.

In a recent article supporting the K–6 organization in preference to the K–3 primary school, Dr. James P. Cattell cites the opinions of 70 Westchester County elementary school principals and concludes that "these principals have great interest in educational progress, and they are experts in the practical application of new ideas. More attention to their evaluation of such ideas can be beneficial to all concerned."[1] The writer is in accord with Dr. Cattell's feeling that we must consider the practical attitudes and opinions of professional educators in the field as well as those of the academic theoreticians. It was felt, however, that a truer picture of the relative merits of K–3 and K–6 organizations might perhaps be gained by a somewhat more detailed survey than that described by Dr. Cattell, which offers no information on the number of principals who have had any actual experience in a K–3 school. Since only a very small minority of the elementary schools in Westchester County, N. Y., are K–3, there is a good likelihood that many of the principals responding may have had no experience in a K–3 school. Since it is a known psychological fact that people (and this includes teachers and administrators) tend to fear or distrust the unknown, it might be predicted that a majority of principals would oppose an organizational scheme they have never tried. However, to use Dr. Cattell's own criterion: what would be the "attitudes and experiences of the principals and teachers who staff these schools and apply these concepts in day-to-day education?"

To paraphrase a famous old advertising slogan, we decided to "ask the man who runs one." Accordingly, a questionnaire was designed to survey the attitudes and opinions of every K–3 principal listed in the New York State Directory of Elementary School Principals and Supervisors. The questionnaire asked for a statement of over-all preference between the K–3 and K–6 organization, and then asked for specific preferences in 19 detailed areas categorized under "Welfare of Children," "Quality of the Educational Program," and "Administrative Problems" (the major areas of discussion in the Cattell study).

The questionnaire also included a section on teacher preference for K–3 or K–6 schools, for those principals willing to collect such information.

Of the 46 principals canvassed, 31 replied (approximately 67 per cent). Eighteen principals stated that they were responsible for only one K–3 school. Four were responsible for two K–3 schools, and eight for a K–3 school and an additional school or schools (K–6, 4–6, 7–9, etc.). One failed to specify. Of the 31 respondents, 24 had taught in a K–6 school, and 22 had administrative experience in a K–6 school. In all, 28 of the 31 had some K–6 experience.

Of the 31 responding, 23 (74 per cent) favored the K–3 organization and 6 (19 per cent) favored the K–6 organization. Two respondents expressed no specific preference although offering qualitative comments on the advantages and disadvantages of various organizational systems. It is interesting to analyze the preferences and additional written comments in terms of the three major areas listed above.

Welfare of the Children

In this area, principals expressed the strongest and most consistent preference for the K–3 school. Under this heading, principals made a total of 146 judgments, of which 126 (86 per cent) favored the K–3 school.

The K–3 school was consistently favored for its social and emotional climate, the physical adaptation of school to the child, and the physical safety and well-being of children. The K–3 school was also preferred in terms of the adequacy and closeness of the teacher-pupil relationship, the initial adjustment to school and separation from home for the young child, and the general ability of the school to meet the child's special needs.

In this area, principals also expressed a decided preference for the K–3 organization. A total of 183 judgments was made here, of which 131 (72 per cent) favored the K-3 school. Primary school preference was most clearly indicated in terms of ease and efficiency of supervision and co-ordination, continuity and flexibility of curriculum, and flexibility and efficiency of pupil grouping and promotion practices. The problem of transferring children from the K–3 to K–6 or 4–6 school was mentioned but apparently not deemed serious. There were several areas, however, where principals seemed to split down the middle in expressing preferences, despite their over-all preference for the K–3 school. These areas, then, may point up the recognizable weaknesses in the K–3 organization. Several principals, while favoring the K–3 schools in general, felt that the K–6 school may offer a greater depth and breadth of curriculum. A majority of principals preferred the K–6 school for its availability of special services.

Administrative Problems

Here too, principals expressed preference for the K–3 organization, but opinion was more evenly divided. A total of 117 judgments were made here, of which 70 (60 per cent) favored the K–3 organization. The principals generally tended to favor the K–3 school for the adequacy of its facilities, the ease and expense of maintenance and the adequacy of administrative staffing. Opinions are more evenly divided when considering construction costs and efficiency and expense of transportation. One principal states that "a K–3 program is more costly, but the advantages far outweigh the additional cost." Another principal, however, responsible for a K–3, K–6, and 7–9 school, states that "we prefer neighborhood primary schools. They are easier to administer and reduce transportation."

Since it is the teacher who maintains the daily on-going contact with the children, and the teacher who is ultimately responsible for the effectiveness of the educational program, the attitudes and experiences of teachers on-the-job must also be carefully considered. It is here that the value of the K–3 school for children is most sharply reflected. Principals were asked to include information on teacher preference whenever this was known or available. A total of 147 teachers was thus listed by the various principals. Most of them (131) had previous experience in a K–6 school. Of the 147 teachers listed, 141 (96 per cent) now prefer the K–3 organization. This is indeed an impressive unanimity of opinion. Even when we isolate those few schools where the principal expresses over-all preference for the K–6 structure, we find that 78 per cent of the teachers listed prefer the K–3 organization, principals' opinions notwithstanding. ■

[1]Cattell, James P., "K–3 and K–6 Organizations," AMERICAN SCHOOL BOARD JOURNAL, 134: 31–32, Dec., 1957.

WORD FROM WASHINGTON

Employment Prospects for Youth in the 1960's

ELAINE EXTON

Will young people predominate in the work force of the '60's? Are the educational requirements for employment rising? What major occupational trends can be expected in the decade ahead? Is an expansion in white collar positions likely? What are the employment prospects in the various professions? Will "blue collar" opportunities increase? In which industries are the number of jobs declining?

These and many other questions of significance for young people and those advising them about the world of work are answered in the new 800-page edition of the *Occupational Outlook Handbook* developed by the Bureau of Labor Statistics of the U. S. Department of Labor on the basis of data garnered from many sources, including business organizations, unions, trade associations, educational institutions, professional societies, and government agencies.

Unique Employment Guide

In releasing this comprehensive guide to future personnel requirements on the eve of a new decade, Secretary of Labor James P. Mitchell told reporters that its up-to-date employment information could assist many young people in making wise career choices and thus contribute not only to their own welfare but to the strength and economic growth of our nation.

Emphasizing the importance of bringing realistic information on America's ever changing man-power needs to the attention of young people and helping them relate it to their own aptitudes and interests, Secretary Mitchell stressed that "in our kind of economy where people are not assigned to jobs, as in a dictatorship, and where freedom of choice for the individual is a fundamental right, the needs of industry for workers must be met on a voluntary basis and this problem of guidance and advice assumes an importance which we think is very great."

Age and the Work Force

Among the factors heightening the need for guidance is the continuing rise in school enrollments — swollen by high postwar birth rates — which will be reflected in a sharp upswing in the number of young people entering the labor market in the 1960's.

Whereas today some 2 million young people join the labor force each year, the Bureau of Labor Statistics predicts that by 1970 about 3 million youth will do so, anticipating that between 1958 and 1970 the number of persons under 25 years of age who are either employed or seeking work will increase by about 7 million, or well over 50 per cent.

As set forth in the *Handbook*, although "in 1945, there were only 19½ million children in the ages 5 to 13; by 1960, there will be about 33½ million children in this age group — a rise of 14 million, or almost 75 per cent in 15 years. . . . A sharp increase will also occur among 14- to 17-year-old persons. . . . This age group will increase from about 11 million in 1958 to 14 million in 1965, and to 16 million by 1970. The number of young persons of college age — 18 to 21 — will increase from 9 million in 1958 to 12 million in 1965 and to 15 million in 1970."

The continental population of the United States which was 132,481,000 in 1945, and today is roughly 176,365,000, according to U. S. Bureau of the Census estimates will have passed the 200 million mark by 1970.

By 1970 our gross national production will have reached $750 billion (in terms of 1959 dollars), the Bureau of Labor Statistics tells us, after rising $250 billion in the 1960's.

Other Bureau of Labor Statistics predictions:

To supply this amount of goods and services will require an addition to the labor force of 13½ million persons in the years between 1960 and 1970. During this period the work force is expected to grow at the rate of 1¼ million workers annually, from about 73½ million in 1960 to about 87 million in 1970.

Of these 13½ million additional workers: 47 per cent (6,382,000), or about 1 in every 2, will be young people under age 25; roughly 41 per cent (5,525,000) will be over age 45; only 13 per cent (1,801,000) will be between the ages of 25 and 44; the number of workers aged 35 to 44 will decline by (166,000; 55 per cent of the additional workers will be men (their number will mount to 57.4 million in 1970, a rise of 7.5 million over the decade); and 45 per cent of the additional workers will be women (their number will increase from 23.6 million in 1960 to 29.6 million in 1970).

Other Basic Job Trends

What kinds of job opportunities await the 26 million men and women who will begin their work careers in the decade of the '60's?

The broad trends reported in the latest revision of the *Occupational Outlook Handbook* show:

A continuing rapid growth in white-collar employment, especially in the professions. (For every 100 professional and technical workers in 1960, we will need about 143 in 1970.)

A moderately rapid increase for clerical and sales personnel and service workers. (For every 100 of these workers in 1960 we will need about 127 in 1970 as will also be true in regard to service workers.)

A slightly less rapid increase for skilled craftsmen. (For every skilled craftsmen in 1960, one will need 124 in 1970.)

A somewhat slower growth in semiskilled occupations. (For every 100 semiskilled workers in 1960, we will need about 118 in 1970.)

Little, if any, change in employment in unskilled occupations.

A further decline in the number of farmers and farm laborers. (For every 100 farm workers in 1960, we will need only 83 in 1970. Those remaining will require higher technical competence.)

In addition to providing a general summary of the employment outlook, the *Handbook* illustrates the variations and divergent trends that will occur in particular vocations and industries. Since its data pictures the situation in the country as a whole, young people planning for careers in particular locations should supplement its findings with specific information on the prevailing conditions in local areas and regions.

Forecasts for Particular Occupations

All told, the new edition of the *Handbook* describes some 600 occupations and 30 major industries. Besides supplying an appraisal of the employment prospects of each of these fields of work, this useful Baedeker furnishes current information on their job duties, the training required for beginning positions, other necessary qualifications, working conditions, and earnings.

Reflecting the activities of the space and electronics age, for the first time, reports have been included on missile and spacecraft jobs, programmers who

prepare the "instructions" for electronic computers, and technicians who work closely with scientists and engineers. The latter openings are said to offer excellent opportunities to well-trained young people with manual skill, scientific interests, and mathematical aptitude who plan on less than four years of college training.

Gleanings from the vocational forecasts in the *Handbook* follow:

Engineering: The outlook is for continued growth both in the early 1960's and over the long run. Expansion of industry and increasing complexity of industrial technology, large scale private spending for research and development, and continued high levels of Government spending for defense are among the major factors expected to increase demand. The outlook will be especially good for aeronautical, electrical, and mechanical engineers.

The *scientific occupations* will also have good employment prospects. New scientific discoveries are expected in nearly all activities, resulting in an increased demand for scientists in industry, in government, in colleges and universities, and in many other areas.

Many new scientists will be needed to teach, do basic research, and develop practical applications of scientific knowledge in such fields as electronics, nuclear energy, medical research, and space exploration. Some fields will grow much faster than others. Mathematicians and physicists will have particularly favorable job prospects, while employment of meteorologists, biological scientists, and geologists will grow at a slower rate than the scientific fields in general.

Here are some other *professional occupations* in which the personnel is expected to increase rapidly over the next decade:

Physicians, dentists, nurses, and other health service workers will be needed in increasing numbers. Not only is the nation's population expanding rapidly, as has already been noted, but there is a growing awareness of the need for proper medical care. Shortages are reported in most medical professions.

Teachers will be in great demand as school and college enrollments reach unprecedented levels.

Employment of *school counselors,* which has risen rapidly since World War II, is expected to increase through the early 1960's. The shortage of qualified counseling personnel appeared, in 1958, to be the major factor limiting the expansion of employment.

The demand for trained *librarians* is expected to continue to grow well into the 1960's. Opportunities will expand for special librarians, particularly in science and technology, reflecting emphasis on industrial research. Positions will continue to be available for persons interested in part-time work.

The *skilled trades* are expected to grow at a faster rate than the nation's working population as a whole during the 1960's. There will be many thousands of job opportunities for automobile mechanics, industrial machinery repairmen, and business machine repairmen. High levels of building construction activity will mean a continued rapid rise in employment of power equipment operators, cement finishers, and electricians, and good opportunities for carpenters and bricklayers, and other skilled building trades craftsmen.

A study of the Bureau of Labor Statistics indicates that despite the phenomenal growth expected for engineers, three times as many building craftsmen as engineers will have to be trained during the 1960's to satisfy the anticipated expansion of our economy, and for each chemist we train, we will need to train three automobile mechanics.

Large numbers of openings will occur in each year of the new decade in *clerical occupations,* mostly from the very high employment turnover in this work.

Although automation of large-scale office operations will reduce demands for some types of clerical workers over the next decade, overall employment in this field will probably increase, although at a slower rate than in the 1950's. Workers in jobs requiring the use of considerable judgment or contact with other people — secretaries, receptionists, claim clerks, complaint clerks, and bill collectors, to name a few, will be among those least affected by future office automation.

Other types of *jobs* that are *slated for an increase* include over-the-road truck drivers, instrument repairmen, television repairmen, commercial artists, beauty operators, tool and die makers, and policemen.

On the other hand, the proportion of all jobs accounted for by farm workers and unskilled laborers will decline. Other sectors of our economy which may experience a decrease in work opportunities include mining, where employment has already dropped by about 15 per cent in the last 5 years, and railroad transportation.

Educational Qualifications Rising

The changing composition of our nation's labor force, reflected in the material just cited, offers a challenge to America's schools not only in respect to providing adequate guidance services, but to re-examining the entire educational program, including course offerings and teaching methods, to make certain it is geared to the changing requirements of our economy so as to furnish the kind of instruction needed by the growing number of students who will use their high school education as training for direct entry into the world of work as well as the preparation necessary for those who go on to college.

The competition among young Americans for starting positions in the decade ahead will probably be keen in many occupations and geographic areas, since it seems likely from the *Handbook's* forecasts that the openings arising in entry jobs will not keep pace with the expected expansion in the number of young workers.

Of particular significance to schools is the fact that, as Secretary Mitchell points out, "the educational requirements of jobs will be rising all across the board . . . a shrinking proportion of positions will be available to untrained young people in the 1960's."

Not only will the greatest growth in employment occur in those occupations requiring the most education and training, but there is considerable evidence that in blue collar employment (craftsmen, operatives, and laborers) as well as white-collar occupations (professional, managerial, clerical, and sales) the educational qualifications are being raised.

Even in most apprenticeship programs, high school graduation is now generally required as a qualification for entry.

The jobs that are being eliminated by automation are those more routine in nature, while the new positions that automation is creating are ones requiring considerable training and skill.

The educational qualifications for new and expanding technician occupations are steadily climbing. For example, for such jobs as engineering aids, laboratory assistants, draftsmen, and electronic technicians one or two years of post high school training is now usually necessary.

Not only will high educational levels be required for entrance into a growing number of jobs, but it will become increasingly difficult for persons without a good educational background to advance to positions of greater responsibility and higher pay.

Two-thirds of the nation's 18-year-old youth now complete high school, the *Occupational Handbook* reports, whereas in 1900 only about 1 out of 15 did so. In 1958 one out of every six 22-year-olds had a bachelor's degree compared with 1 out of 50 in 1900.

Obtaining the Handbook

To make the information in the *Occupational Outlook Handbook* accessible to young people and their counselors, the entire publication is being reprinted in a series of 89 small, inexpensive pamphlets on individual vocations and groups of related occupations or industries.

Like the *Handbook* ($4.25 a copy), the leaflets in this *Occupational Outlook Report Series* may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. or from the regional offices of the Bureau of Labor Statistics in Atlanta, Boston, Chicago, New York, and San Francisco. A copy of the *Handbook* is available for reference in each of the 1800 local employment service offices affiliated with the U. S. Employment Service, and in many public libraries.

These materials are supplemented by the *Occupational Outlook Quarterly* which the Bureau of Labor Statistics issues to provide news of current developments affecting employment between the revisions of the *Handbook* published every two years (4 issues, $1 per year from the Superintendent of Documents, Washington 25, D. C.).

Some states are electing to use National Defense Education Act funds to purchase these guidance publications. Minnesota, for example, has decided to provide each high school in the state with a copy of the *Occupational Outlook Handbook.*

Since the U. S. Office of Education's regulations for the administration of Title 5A permit the purchase of material necessary to carry out state-approved guidance and counseling programs, you may want to check with your State Department of Education to find out if their State Plan empowers local school districts to use their Defense Education Act guidance money in this way. ◀

the
AMERICAN
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JOURNAL

guest editorial

THE FUTURE OF PUBLIC EDUCATION

MYRON LIEBERMAN begins his new book, *The Future of Public Education*, by announcing that it is an "attempt to explain and defend a point of view about public education in the United States." He believes that we stand on the threshhold of a revolution which will "alter drastically every important aspect of education as a social institution and as a profession." He summarizes the "bare bones" of his educational position in four points:

"(1) Public education is much less effective than it can and ought to be.

"(2) The most important causes of the ineffectiveness of public education are rooted in its anachronistic and dysfunctional power structure.

"(3) Because most current controversy is concerned with the rightness and wrongness of certain educational policies and not with the power structure within which these policies are made, it is largely irrelevant to the basic problems of education.

"(4) The basic educational reforms needed in the United States have to be initiated and carried out by the teachers themselves."

Having stated his position, he proceeds in twelve chapters to discuss, among other matters, "Local Control in Education," "Public and Professional Decisions," "The Myth of the Teaching Profession," "The Miseducation of Educators," "Why Liberal Education Does Not Liberalize," "Employer-Employee Relations in a Public Profession," "Teachers' Organizations," "The Professional Example," and "The Role of the Foundations." He concludes with a chapter titled "Beyond the Cliche Barrier."

As the titles suggest, Dr. Lieberman is pretty much the strident cock standing upon the dunghill of the American public school system and crowing doom. His judgment is rather uniform: all phases of the system from the selection of school board members, to the training of administrators and teachers, to their professional organizations are in bad shape: horse and buggy survivals into an age of jet transportation. And, while he puts forward a number of minor remedies for minor aches, his great nostrum for the whole complex of ills that he finds in the American public school is to change the "power structure." He would take control out of the hands of local school boards and put it into the hands of a national committee of educators. "Long overdue," such transfer of authority will lead to a "system of education controls in which local communities play ceremonial rather than policy making roles."

Local Control: "A Corpse"

Local control of education, he maintains is a "corpse," in which death was induced by four causes: (1) the present mobility and interdependence of Americans; (2) the need for national survival, which creates in turn a need for national educational policies beyond local control and veto; (3) the conflict between local control and democratic ideals; and (4) the "dull parochialism and attenuated totalitarianism that characterizes public education in operation." This last, incidentally, is not only rather beyond the facts, and in disregard of much excellent teaching by dedicated teachers, and much other good service by administrators and school board members, but illustrates a fallacy which sometimes peers from the Lieberman pages. It takes for granted that which it seeks to prove — it "begs the question." And such "dirty" words as "parochialism" and "totalitarianism" — tut, tut, Doctor — this is "colored" language, which in this context is a splendid illustration of the appeal to passion or prejudice. And this appeal the textbook tells us, forms the second group of "arguments beside the point."

Well, in any event, read the book but keep your wits about you. The viewpoint is not wholly calm and detached. And Dr. Lieberman is first to say: "I grant the arguments in this book are not conclusive. Furthermore, I do not expect the reader to accept conclusions based upon evidence which lies within my nervous system."

An Antidote Against Complacency

If it makes school board members, professional educators, and the general public think more carefully and critically regarding all matters concerning the public schools, a book such as this can do a great deal of good. Even unfriendly criticism — and Dr. Lieberman's is scarcely that — may be an antidote against complacency.

On the other hand, a book of this kind may do much harm if it impels the unthinking to precipitant action aiming to replace the traditional American system of local school boards with a national panel of professional educators. Trite though the saying may seem, the destinies of those who control and shape American education today, shape and control America tomorrow. The greater the power, the greater must be the checks to prevent its careless, indiscriminate grant or transfer. The history of this century is only too burdened with instances of nations and peoples who by informal consent or even by formal vote have enthusiastically surrendered their birthright of freedom for a mess of the pottage of promised efficiency.

To change the figure, Dr. Lieberman does not seem to be greatly concerned about where we are going. He *is* greatly concerned that we should be on our way. Under such guidance, before we move, we had better take a long, slow, careful look around and ahead. Perhaps we are today where we may wish to be tomorrow. And once we have made the change it is certain that there will be no turning back!

— *Wm. M. Lamers*

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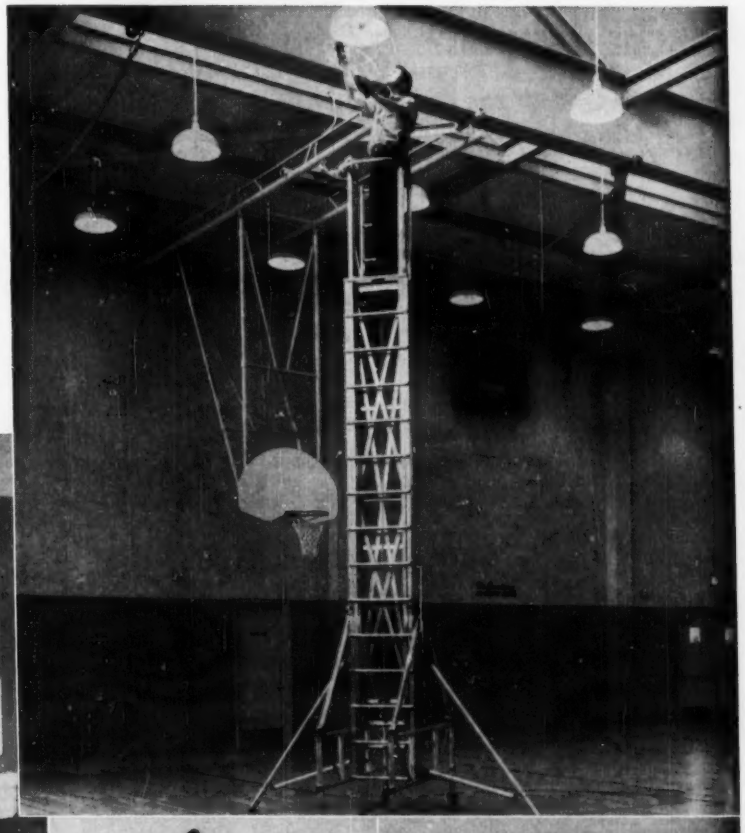

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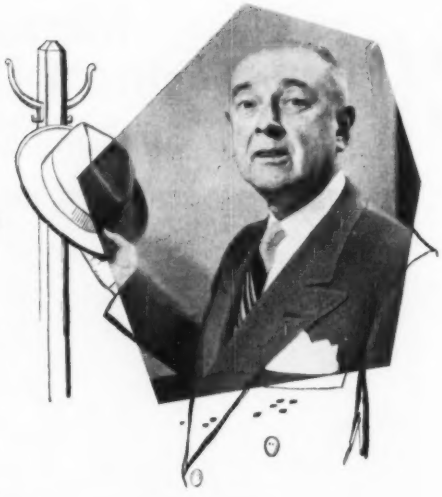

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ASSOCIATION NEWS

WILLIS ELECTED HEAD OF AASA

Benjamin C. Willis, general superintendent of schools in Chicago, Ill., is the new president-elect of the American Association of School Administrators. He will head the national professional organization for one year starting March 15, 1961, after completing a one-year term as president-elect.

Dr. Willis won the presidency in a contest with Evart Ardis, director of the Bureau of Appointments and Occupational Information at the University of Michigan in Ann Arbor, and Alfred W. Beattie, county superintendent of schools in Allegheny County, Pa.

Forrest E. Conner, superintendent of schools in St. Paul, Minn., is now president-elect. Current president is Martin W. Essex of Akron, Ohio. Elected vice-president for a one-year term starting March 15, 1960, was Irby B. Carruth, superintendent of schools in Austin, Tex. Spencer W. Myers, superintendent of schools in Flint, Mich., was chosen to serve a four-year term on the executive committee of the Association, starting March 15, 1960.

Theme of the forthcoming conference of AASA on February 13 through 17 in Atlantic City, N. J., will be "Creating and Co-operating with Change-Education." Speakers at the nine general sessions will reflect this theme, and several topics introduced in the general sessions will be carried on in group meetings for further study.

"Professional Administrators for America's Schools" is the title of the 1960 Yearbook of the American Association of School Administrators to be released in February.

NEW NESDC HEAD

Dr. Donald P. Mitchell was selected by the executive committee of the New England School Development Council in Weymouth, Mass., as its new executive secretary. John B. Davis, Jr., who served as executive secretary of the 150-school system association for nine years, recently resigned to accept the position of superintendent of schools in Lincoln, Mass.

COMING CONVENTIONS

Feb. 13–17. American Association of School Administrators, Atlantic City, N. J. Executive Secretary: Finis E. Engleman, 1201 16th St. N.W., Washington 6, D. C. Attendance: 20,000. Exhibits.

Feb. 27–Mar. 2. National Association of Secondary School Principals, Portland, Ore., Civic Auditorium. Secretary: Paul E. Elicker, 1201 16th St. N.W., Washington, D. C. Attendance: 500. Exhibits.

Feb. 29–Mar. 3. Departments of Audio-Visual Instruction, Cincinnati, Ohio, Netherland Hilton Hotel. For information, write: 1201 16th St. N.W., Washington 6, D. C. Attendance: 2000. Exhibits

Mar. 26, 31. Department of Elementary School Principals, St. Louis, Mo., Kiel Auditorium. Secretary: Rober W. Eaves, 1201 16th St. N.W., Washington 6, D. C. Exhibits.

Mar. 27–Apr. 2. White House Conference on Children and Youth, Washington, D. C. Secretary: Mrs. Katherine B. Oettinger, 330 Independence Avenue, S.W., Washington 25, D. C.

Apr. 24–27. National School Board Association, Chicago, Ill., Conrad Hilton Hotel. Secretary: W. A. Shannon, 1940 Sheridan Rd., Evanston, Ill. Attendance: 6000. Exhibits.

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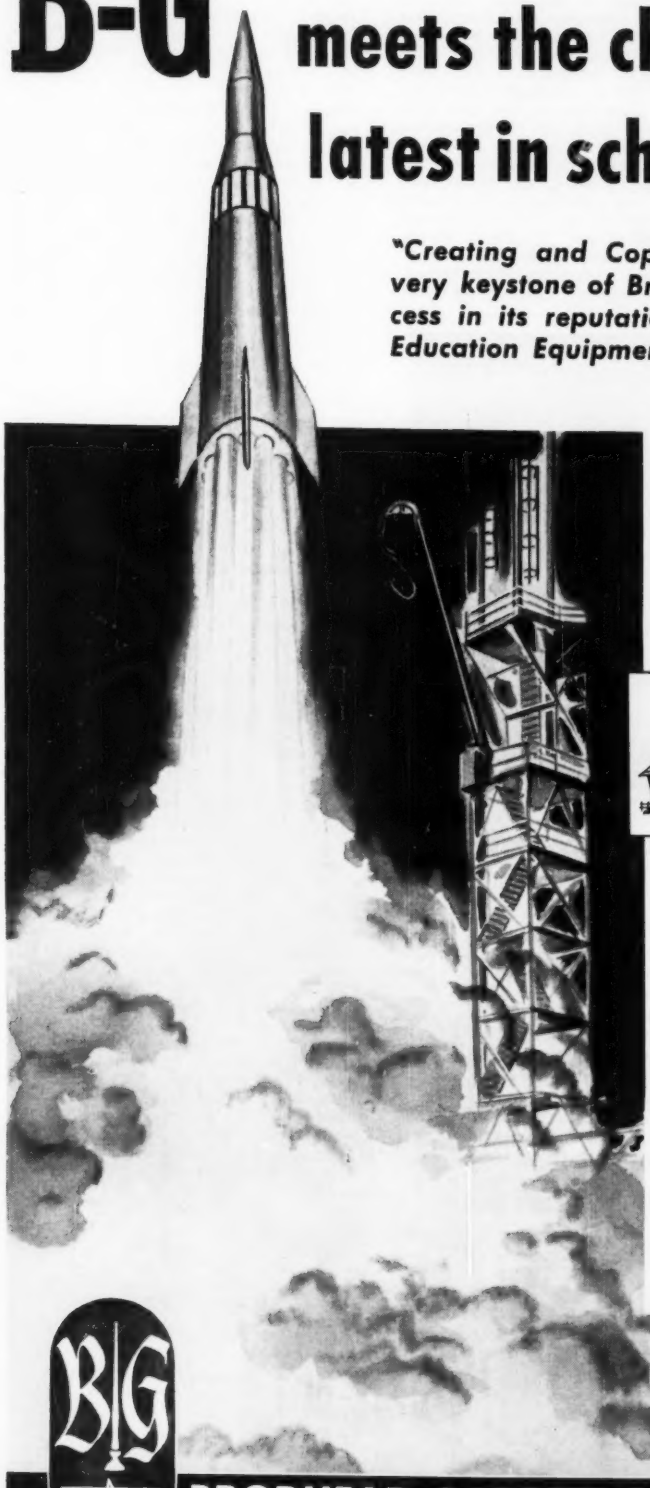

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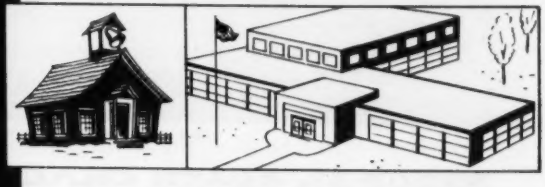

WHERE 50 YEARS AGO, a few schools offering industrial education were considered abreast of the times by including courses and equipment in metal and woodworking, today their number has multiplied, as has the field of Industrial Education grown, reaching into every section of the country to keep pace with the modern strides that have ushered in the electronic age.

THROUGHOUT ALL THIS GROWTH in Industrial Education, Brodhead-Garrett has continuously kept step with the needs of students and their instructors. In many many cases, our closeness to problems even before they arose and their need of solutions have challenged us — and found us meeting the challenge — in the development of new designs, methods and equipment. As America's leading supply source for school shops, the constant challenge of coping with the changes and expansion in curriculum in Industrial Education has been, and will continue to be met, by Brodhead-Garrett.

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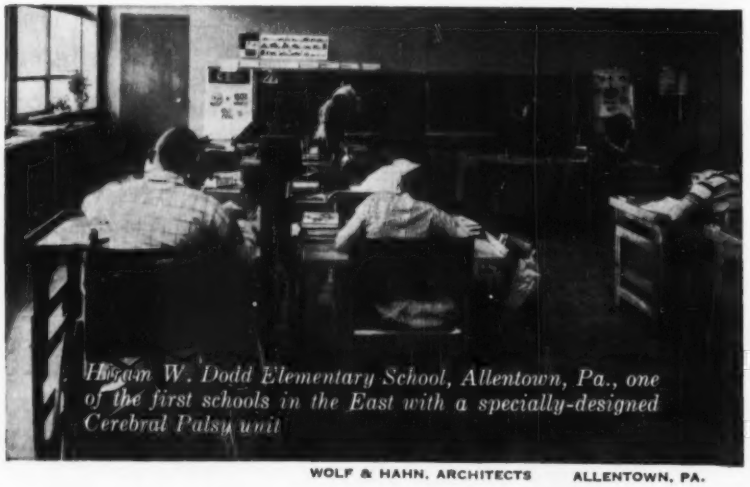
NSBA REPORT

(Concluded from page 16)

Preston E. James of the Department of Geography, Syracuse University, and Dr. Clarence W. Sorensen, Dean of the Graduate School of Illinois Normal University, who will speak on *"Developing a Geographic Background for International Understanding"*; Dr. Howard E. Wilson, Dean of the School of Education at UCLA, on *"Comparative Education as a Means of International Understanding"*; Dr. Ralph G. Nichols, Chairman of the Department of Rhetoric at the University of Minnesota, on *"Do We Know How to Listen? — Practical Helps in a Modern Age"*; Dr. Dorothy McClure Fraser, Associate Professor of Education at CCNY, on *"Improving the Educational Program for World Leadership"*; Dr. Alan Griffin, Professor of Education at Ohio State, on *"Major Areas of Needed Improvement in Social Studies Education"*; Dr. Kenneth G. Hance, Professor of Speech at Michigan State, on *"What Public Education Can Learn from Studies and Practices of Speech and Communication in Business and Industry"*; Dr. Paul A. Hanna, Professor of Education at Stanford, and Dr. Leonard Kenworthy, Professor of Education at Brooklyn College, who will speak on *"Understanding New and Emergent Countries and Their Role in the Changing World Picture"*; Dr. Elton Hocking, Head of the Department of Modern Languages, Purdue University, on *"Improving Language Learning Through Language Laboratories"*; Wanda B. Mitchell, Chairman of the Speech Arts Department, Evanston Township High School, Evanston, Illinois, on *"Teaching by Television — The Evanston Township High School Experiment"*; Dr. J. J. McPherson, Chief of the Dissemination and Services Section of the U. S. Office of Education, on *"What Your Government Is Doing to Improve Educational Communications"*; Dr. Robert T. Oliver, Head of the Department of Speech at Pennsylvania State, on *"Ethics and Efficiency in Influencing Human Behavior"*; Dr. Oliver J. Caldwell, Assistant U. S. Commissioner of Education and Director of the U. S. Office's Division of International Education, on *"Education and Power in the Modern State"*; Dr. Reynolds C. Seitz, Dean of the Law School at Marquette University, *"What Every Board Member Should Know About the Rights of Public School Teachers Under Our Labor Laws"*; Dr. Karl F. Robinson, Chairman of the Department of Speech Education at Northwestern, on *"Speech Proficiency and Teaching Success — An Investment in Quality Education"*; Dr. Franklin Patterson, Lincoln Filene Professor of Civic Education, Tufts Civic Education Center, Tufts University, on *"What Research Says About Citizenship and Youth Development in Secondary Education"*; Dr. L. C. Larson, Director of the Audio-Visual Center at Indiana University, on *"Budgeting Your Audio-Visual Communications Program"*; Dr. Lloyd W. King, Chief of the State Plans and Reports Section of the U. S. Office, on *"NDEA Opportunities"*; Dr. J. Jeffery Auer, chairman of the Department of Speech and Theatre at Indiana University, on *"Better Human Relations — The Role of Group Processes"*; Dr. Margaret Hall Powers, director of the Bureau of Physically Handicapped Children and of the Division of Speech Correction of the Chicago Public Schools, on *"The Responsibility of School Boards for the Handicapped in Speech and Hearing"*; Dr. Thomas J. Curtin, director of Civic Education of the Massachusetts State Department of Education, on *"The Community Approach to Citizenship Education"*; Dr. M. L. Frankel, director of the Joint Council on Economic Education, New York City, on *"Increasing the Economic Literacy of Our Citizens"*; Maurice Mitchell, president of Encyclopedia Britannica Films, on *"The Impact of Modern Communication Devices Upon Education"*; Dr. Victor Pitkin, consultant in Citizenship Education of the Connecticut State Department of Education, on *"The Use of Audio-Visual Aids — Especially Television — for Instruction in Current World Affairs"*; Dr. Stanley Dimond, Professor of Education at the University of Michigan, on *"Citizenship and the Role of Education for the Culturally Deprived"*; and Harry K. Eby, director of School Relationships of the Boy Scouts of America, and J. Frank McCabe, Director of Key Clubs, Kiwanis International, who will speak on *"The Role of Community Organizations in Citizenship Education."*

Two special events planned for members of the Associated State Boards of Education will also be addressed by leading American educators. Dr. Roald M. Campbell, Professor of Education and director of the Midwest Administration Center at the University of Chicago, will speak on Sunday evening, April 24, to state board members and chief state school officers, and board members and superintendents from cities of more than 300,000 population, on *"Some Policy Implications of the National Defense Education Act."* Earlier in the day, Dr. Richard A. Harvill, President of the University of Arizona, will speak to a breakfast meeting of the state boards group on *"The Partnership Which Links Secondary and Higher Education."* ■



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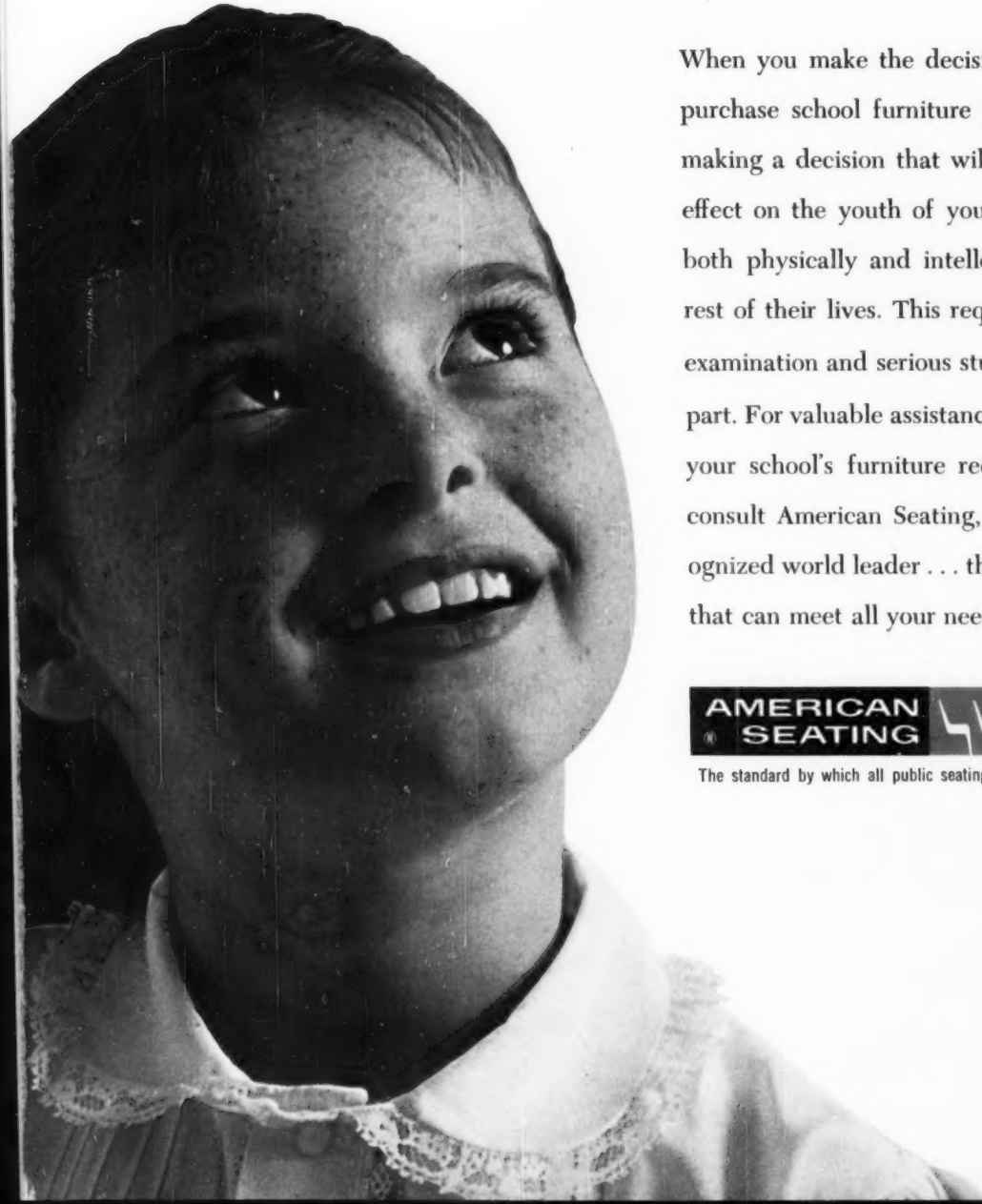

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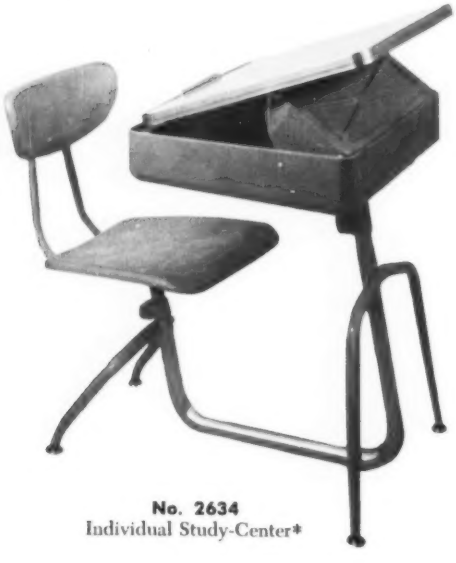

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THE SCHOOL SCENE

(Concluded from page 12)

attributable more to a slow-down in school population growth than to tight money, according to Frank E. Morris, research director of the Investment Bankers Association of America.

He cited figures showing that the rate of growth in school population has diminished since 1955, when the gain for a two-year period was 9.7 per cent. Using U. S. Office of Education projections, he predicted that the gain in pupil enrollments in 1962 and 1963 will be down to 5.4 per cent, compared with 7.4 per cent in the 1958–59 period.

PROJECT TALENT TO BEGIN

Half a million students in 1000 high schools will sit down to two days of standardized testing during March in the first stage of a projected 20-year, nationwide talent search.

"Project Talent," administered by the University of Pittsburgh and financed largely by the United States Office of Education, will consist of a battery of 25 tests ranging from English and mathematics to creativity and "preferences." Students will also fill out questionnaires giving social and economic data. Over a 20-year period, the same group will be followed up to see how accurate the tests were in predicting their future developments, to gauge the impact of various education and guidance programs and to determine what role was played by family and financial considerations.

PART-TIME READERS

In Wichita, Kansas, the school board has included $5,000 in its budget for the employment of part-time graders in improving the teaching of composition in the high schools. It was proved that students having the benefit of graders progressed more rapidly than those whose teachers were required to grade and evaluate written work.

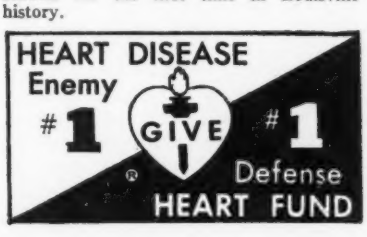
Dr. Lawrence Shepoiser, school superintendent, said the action was in no way an attempt to reduce the work load required of classroom teachers. It is a method of assimilating duties over and above what the teacher is expected or able to do in the regular English program.

In Los Angeles, California, the board of education voted for a $10,000 pilot program to provide nonteaching readers for 32 English classes in order to give students more practice in composition. Lay readers will be paid 20 to 35 cents for correcting and criticizing each student paper.

SUPERINTENDENT CARMICHAEL DIES

Omer Carmichael, superintendent of schools in Louisville, Ky., died January 9 of a heart attack. He was 66 years old.

Mr. Carmichael was largely credited with the quiet racial integration of schools in Louisville in September, 1956, after which he was summoned to Washington by President Eisenhower for a conference. Last year Mr. Carmichael introduced the practice of having Negro instructors in white schools for the first time in Louisville history.



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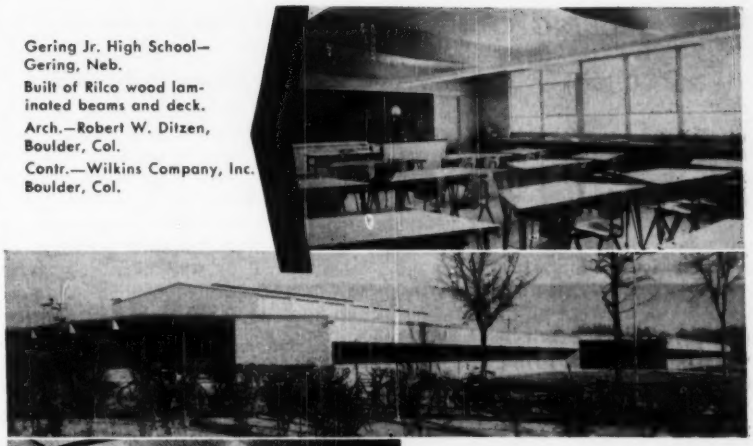

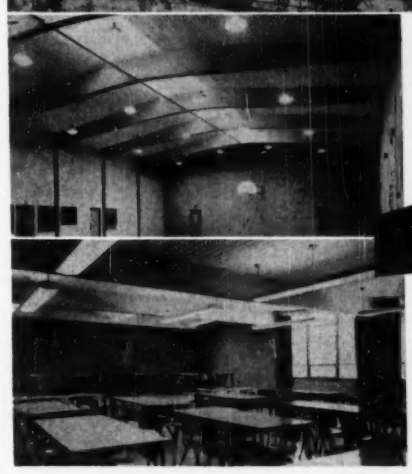

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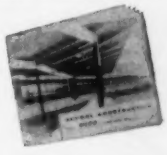

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THE PECKING ORDER

(Concluded from page 34)

The administrator is confronted with many different aspects of the problem. There are those teachers who have the highest prestige and whose efforts to maintain it often place them in actual rivalry with the administrator. Others who are struggling for enhanced status often look directly to the administrator for approval and increased recognition. A third group may constitute a cynical and disgruntled element on the staff, and these may typically complain or show open resentment not only toward their rivals, but also toward the administrator himself.

The Administrator: A Key Figure

Because the administrator is a key figure in this rivalry, it is important to consider some of the ways in which he can deal most successfully with it. That he cannot ignore it or allow it to operate naturally is evidenced by the fact that his own approval or disapproval of staff members nearly always constitutes a highly important factor in their prestige.

What can he do about it? First of all, he must recognize clearly that many "big issues" in the school are simply outward expressions of these hidden rivalries. Just as the classroom teacher searches for behavior causes that are sometimes remote from the apparent problem, he must analyze many situations in terms of status-seeking behavior rather than in terms of the overt issues involved. Many conflict situations can never be resolved until the underlying personal causes are identified and alleviated.

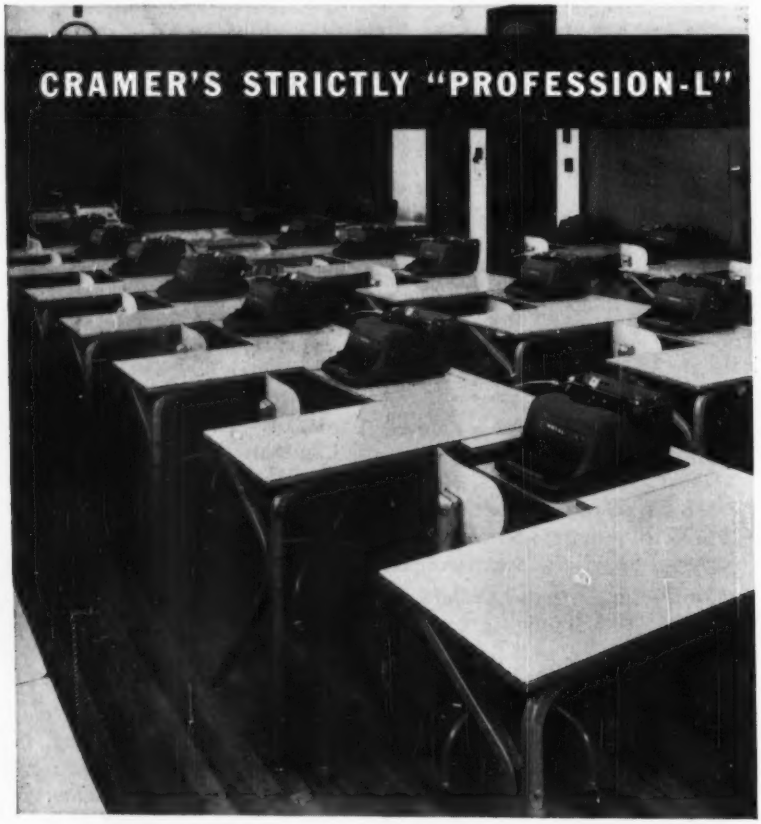
Again, he must avoid that perennial educational pitfall, the "teacher's pet." He cannot escape looking favorably upon those teachers who do a superb job or who go willingly beyond the regular call of duty. Yet he courts the same danger as the biased classroom teacher if he smiles too benignly upon a few constant favorites on his staff.

The administrator needs to exercise his own skills, as well as those of his trained personnel workers, in studying each staff member and in devising ways of making her role more satisfactory. His alertness to morale factors which arise from staff rivalries may often operate to prevent personnel problems, simply because he is impelled to encourage or show consideration for certain teachers before serious, divisive issues arise.

Merit Aspect Stressed

Stressing the merit aspects of status by a deliberate recognition of outstanding effort rather than a respect for mere position is perhaps the most desirable policy. In the natural rivalries which develop among the staff, a wholesome pattern of incentives may be preserved only if recognition is freely given for notable effort by all teachers. Taking his cue from the athletic coach, the administrator must work constantly to achieve a greater recognition for all players and not merely for the quarterback or ball carrier. He should clearly recognize the possibility that a teacher of low status may be poorly motivated as a result and may suffer unduly from a feeling that her own contribution is unimportant.

The main factor is a deliberate awareness of the existing situation and of its actual or potential effects upon the school system. The formula for improvement is always derived in terms of enhanced teamwork, so that the real stars on the team are those who carry out their particular assignments most effectively. The administrator must, in the final analysis, seek to guarantee that an enhanced prestige is a commodity that can be earned and that it is not assumed arbitrarily or held dogmatically by the undeserving. ■



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(For more information from advertisers, use the postcard on page 81)

Many school authorities encourage soft drinks

to encourage good habits

In many secondary schools, officials make soft drinks easily available in food and refreshment facilities, in order to cultivate mild, moderate, wholesome recreational habits.

They reason that if youngsters have an after-school gathering place *at* school, with a soft and pleasurable refreshment keynote, they will be more inclined to participate in beneficial activities under the watchful eye of the school administration.

By the same token, availability of soft drinks within school limits encourages youngsters to stay on school property at lunchtime.

Other soft drink values to be taken into account in relation to school facilities:

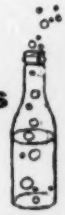
1. DIETARY VALUE: Soft drinks are accepted in dietetic planning as an "accessory food." Like relishes, they accent the diet healthfully. Thus they add flavor and variety to menus that otherwise may seem routine.

Soft drinks provide 100 calories of food energy per 8 ounces in easily assimilable form—a helpful contribution during the school day to pupil alertness and interest.

2. WHOLESOMENESS: As you know, the body loses 2½ quarts of fluid each day. Soft drinks help restore body fluid balance. Carbonation adds zest and palatability. In addition, soft drinks aid digestion and stimulate appetite. Because they are liquid, soft drinks pass quickly through the mouth, with virtually no involvement in oral conditions related to dental problems. Recent dental research reaffirms this thinking.

These are some of the reasons why soft drinks have a place in the food and refreshment facilities of our schools where bottled beverages are easy to store, handle and serve economically. If the subject of soft drinks in schools comes before your Board, talk it over with your local bottler. He's a tax-paying businessman of the community, dealing in products which contribute to the local economy in the same way as other food products served on school premises. He's entitled to a fair hearing.

Let us send you more complete and thoroughly documented literature on the food, health and social values of bottled soft drinks. Write:



American Bottlers of Carbonated Beverages

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The National Association of the Bottled Soft Drink Industry

A non-profit association of manufacturers of bottled soft drinks, with members in every state. Its purposes: To improve production and distribution methods through education and research . . . and to promote better understanding of the industry and its products.

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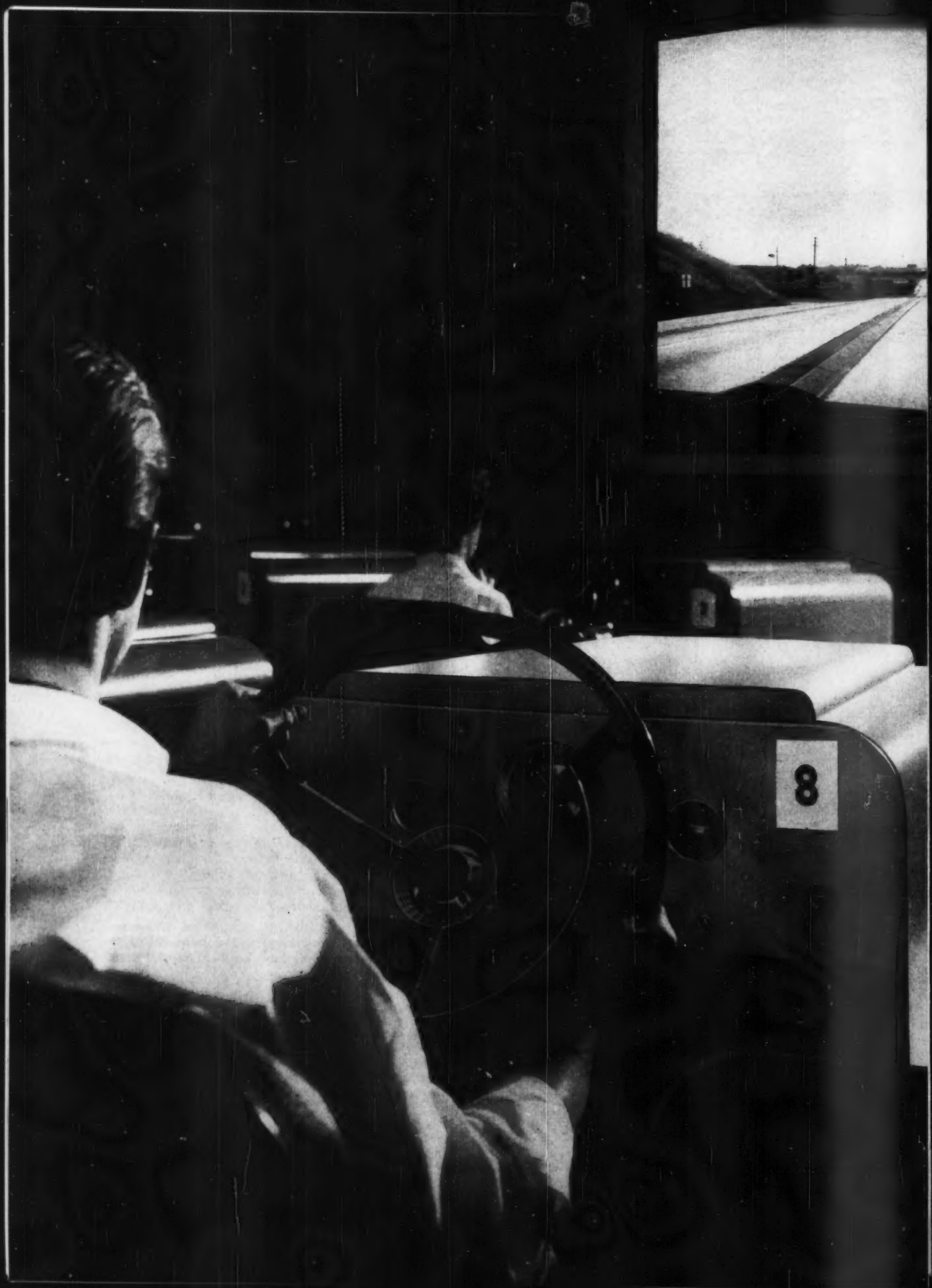
8

Saves Teachers, Saves Time, Saves Lives

Drivotrainer program dedicated to better driver education in schools

Rockwell Manufacturing Company now extends its service to schools by manufacturing and distributing the Aetna Drivotrainer, the classroom driver training aid developed as a public service by the Aetna Casualty and Surety Company. In developing the Drivotrainer, Aetna called upon nationally known educators for assistance and counsel. Working closely with this panel of experts, Aetna invested considerable time, effort and funds in perfecting the Drivotrainer system of driver education. Now, its classroom effectiveness fully documented by responsible educators, the Drivotrainer is in use in schools from coast to coast.

In producing the Drivotrainer, Rockwell draws upon the same sound engineering and manufacturing skills that have won for Delta Power Tools a place in 72% of U.S. school shops, and that have made Rockwell measurement and control instruments the standards of quality in their fields.

The Drivotrainer permits students to "drive" through all kinds of situations without ever leaving the classroom—and without risk to life or property. Its three chief advantages to schools are:

Better educational values, because Drivotrainer teaches basic driving skills, develops safe driving attitudes and better driving judgment through exposing the student to more traffic situations than he could experience in a similar period of on-the-road training.

Lower per-pupil costs, because Drivotrainer multiplies the number of students that can be taught, *without* increasing the teaching staff, and greatly reduces the number of hours needed for dual control on-the-road instruction.

Higher level of student proficiency, because Drivotrainer drills students to react instantaneously and *correctly* to emergencies —the real test of driving ability.

It is a source of satisfaction to manufacture a product whose ultimate use can only result in safer living for everyone. For further information on the Drivotrainer and Deferred Sales Plan, write: Rockwell Manufacturing Co., AVM Division, Dept 401B, Pittsburgh 8, Pa.

◄

Drivotrainer systems similar to the one shown here are in use in schools throughout the country to instruct teen-agers in safe driving. The U.S. Air Force employs the Drivotrainer in the retraining of experienced drivers.

DRIVOTRAINER

another fine product by

ROCKWELL

For that Floor You Really WANT

DIAMOND HARD

NORTHERN MAPLE

Woodworking Shop, Sr. High School, Oneida, N. Y.—Arch., King & King—Installer, Floor Contracting Co., Inc., Syracuse, N. Y.

Don't Just "Wish"

Take Woodworking shops — 30% of the school districts covered in a recent impartial survey report they have at least one Woodworking shop floored only with bare Concrete. Of these, over half said they "prefer" Hardwood Strip, but —

Don't be defeatist! Accent the positive! More than 60% of the district school shop superintendents reporting say they actually have Strip or Block floors.

Point Out Savings

Superior resilience, dent resistance, shock and vibration absorption are what make Wells DIAMOND HARD Northern Maple "right" for most shop areas. In these qualities, 2nd and 3rd grades are identical with the clear-grained 1st grade prized for ballroom floors — and cost 10% to 50% less!

Cite Facts

For a detailed breakdown covering typical school districts coast to coast — floors they have — floors they prefer — in 8 different shop areas — plus "reasons why" —

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"Facts on Floors in School Shops"

J. W. WELLS LUMBER COMPANY

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NEW BOOKS

Collier's Encyclopedia (1959 Edition)

William T. Couch, Editor-in-Chief. 20 volumes, 15,550 pages; illustrated with maps, drawings, and pictures. 640 Fifth Avenue, New York 19, N. Y.

The 1959 edition of *Collier's Encyclopedia* is an updated, scholarly reference work that offers a needed challenge to the brighter junior and senior high school student.

Since 1952, when the first set of *Collier's* was published, more than 27,500 pages have been revised in a program of continuous revision. The 1959 edition, a major revision, is reported to contain over 1700 new or revised articles, as well as 900 new illustrations including 20 pages of color plates. Almost all of the color maps and several of the black-and-white ones were revised.

Reflecting our contemporary preoccupation with the conquest of space, this edition of *Collier's* stresses a number of new and well-done articles on the sciences.

Current interest in atomic and nuclear physics is reflected in new and revised articles, in the physical sciences category, on *Aeronautical Research* (with up-to-date sections on flight facilities, aerodynamic research in supersonic flight, and NASA, the new space agency); *Armored Formations* (with a new section on formations in nuclear warfare and a section on the use of atomic weapons); *Atomic Energy Guided Missiles; Nuclear Engineering;* and *Rockets.*

A student, librarian, or teacher can answer questions and gain data on the background of rockets; what is involved in the launching of a satellite; the Vanguard; how long a satellite would continue in orbit; multistage rockets; rocket fuels; and many others.

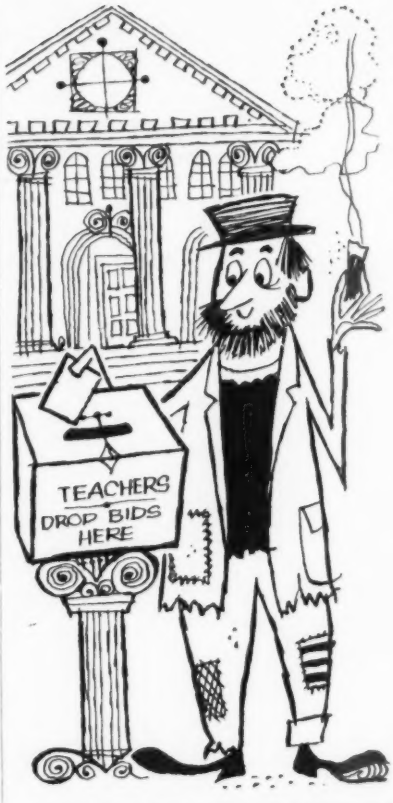
These articles are well written, amply illustrated, and should be readily understood by the secondary school student.

As an example of this, under the topic *Geophysics* (the study of the physics of the earth, including its age, origin, and shape, and its reactions to forces acting upon it), the various fields of study are discussed separately and quite comprehensively, including *Meterology,* with paragraphs on atmospheric relationships, air circulation, and weather forecasting; *Hydrology,* a study of the impact on the earth's surface of precipitated water from the atmosphere; *Oceanography,* the study of the world below the surface of the sea; *Seismology,* the study of the causes, effects, and distribution of earthquakes; *Volcanology,* a study of volcanoes; *Tectonophysics,* study of the forces responsible for warping the surface of the earth; *Terrestrial Electricity and Magnetism,* a study of the electricity and magnetism in the earth.

There is excellent area coverage on such articles as *Arithmetic, History of Chemistry, Inventions,* and *Space Travel.* In Volume 20 there is a 400,000 text entry Index which immediately reveals to the student thousands of vital scientific statistics. The student also has at his disposal in *Collier's Encyclopedia* a creditable bibliography of some 10,000 individual titles which represent the fine supplementary reading and study material available in science, social studies, history, and all other curriculum subjects.

This amplified treatment of the sciences — both in content and illustrations — was carried through in the biological and social

(Concluded on page 72)



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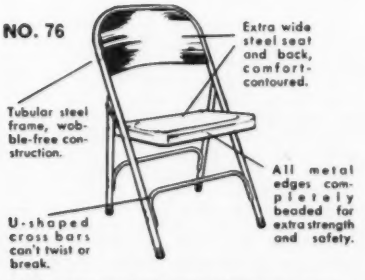
EXTRA STURDY... FOR EXTRA YEARS OF SERVICE!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U-shaped cross bars can't twist or break.

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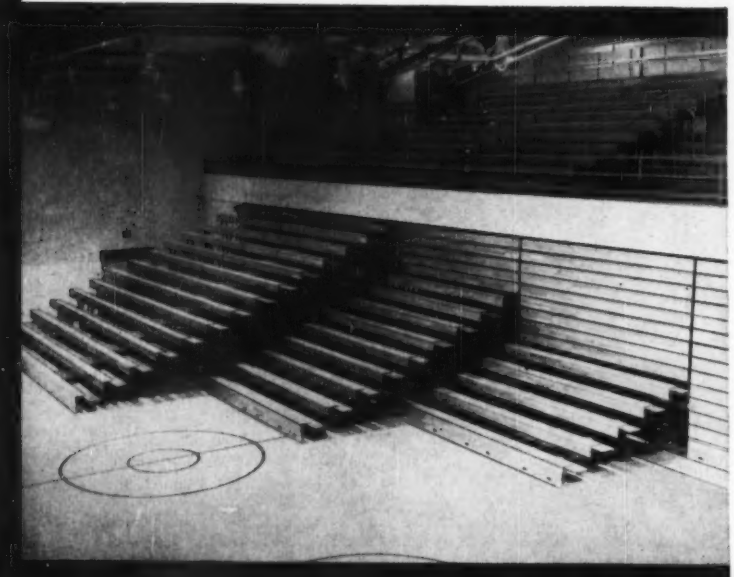

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permit quick, easy set-up changes for every gymnasium event

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FLOOR PROTECTION—Non-marking wheels roll in separate tracks to prevent grooving.

EASY OPERATION—Straight-line tracking with extra-large wheels and nylon glides. Motorized operation available (*not needed under 14 rows*).

GOOD LOOKS—Seats nest back into a handsome vertical cabinet. Safway's rich, warm Golden Oak finish will be in harmony with any interior.

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NEW BOOKS

(Concluded from page 70)

sciences. In the latter category, for instance, teachers and students now can make lessons in world history interesting and alive by using "close-ups," or by focusing on individual persons or short periods of history at a time. There is a variety of topics to be used as "close-ups," as well as thorough discussions on group activities.

In addition, a special feature of the 1959 edition is the insertion of brief biographies into longer articles. This is designed to give the reader information in one place about all of the persons important in a particular field. Capsule biographies give the most important facts about a person, followed by a list of separate biographies contained elsewhere in the set.

With an amplified report of technological advances and an improved arrangement of this material, this 1959 edition of *Collier's Encyclopedia* has been revised to enrich particularly well our current emphasis on individualized, project or seminar work by the schools' more gifted and ambitious students.

An excellent series of teaching aids are also provided for use in the fields of science, social studies, literature and the language arts, and early American history.

The 1959 edition of *Collier's Encyclopedia* surely deserves a solid recommendation.

Statistics of State School Systems, 1957–58

Compiled by Carol J. Hobson and Pauline Spaulding. Paper, 8 pp. Circular No. 605, October, 1959, U. S. Office of Education. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This report, which presents the findings of the Biennial Survey of Education, shows that the school-age population (ages 5–17 years) was 40.2 million in July, 1957, and increased 2.9 million in 1955. The total enrollment in elementary and secondary schools rose from 31.2 million pupils in 1955–56 to 33.6 million pupils in 1957–58. The average daily attendance was 29,666,000, or 88.2 per cent of the total enrollment.

Between 1955–56 and 1957–58, the total instructional staff increased 9.8 per cent to 1,331,900. The average annual salary of the total staff was $4,721 in 1957–58 as compared to $4,156 in 1955–56, an increase of $565, or 13.6 per cent.

Here They Learn

Prepared by Harold B. Gores. Paper. 32 pp. The Educational Facilities Laboratories, Inc., New York 22, N. Y.

This is the first annual report of the Educational Facilities Laboratories which has received a large grant from the Ford Foundation and which is anxious to assist universities and state and/or city school authorities in working out worthwhile research projects in the field of schoolhouse planning, construction, and equipment. Up to the present time the laboratories have helped only very limited numbers of research groups in spite of the fact that a great deal of research is needed in the field of planning better school buildings, ventilation and air conditioning, especially rooms for new forms of instruction, fire protection, etc. With proper recognition on the part of school authorities, the work of the laboratory should be instrumental in raising the quality of school building design and construction.

(For more information from advertisers, use the postcard on page 81)

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HARPER BOOKS
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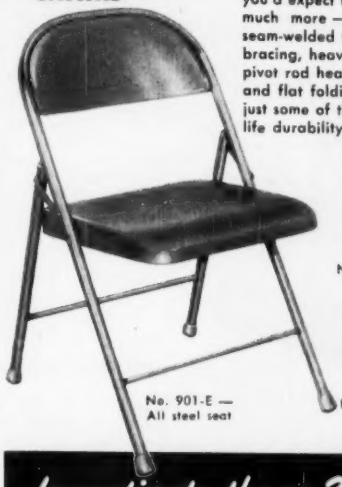

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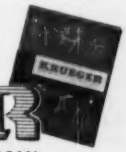

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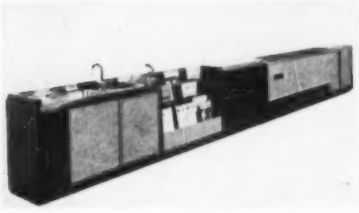
(For more information from advertisers, use the postcard on page 81)

NEWS of PRODUCTS for the Schools

RESTYLED VENTILATOR UNITS

An attractive restyled line of classroom unit ventilators that incorporates a sink and bubbler unit, sliding door and cubicle cabinets and magazine rack is now available from the Herman Nelson Div. of



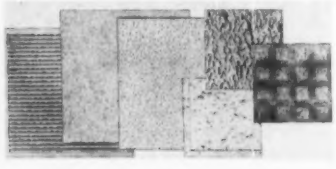
Complete Wall Accessories

American Air Filter Co., Inc., Louisville, Ky. The simple rectangular units are functional window wall accessories, available in six decorator colors: flame, blue, green, salmon, gray, or yellow. The classroom heating and ventilating units for hot water, steam, direct fired gas, and electric systems feature one-piece, die-cast discharge grilles, anodized aluminum metal trim, and snap-on front access panels. Storage cabinets offered with or without sliding doors. A pull-out cabinet mounted on casters is also offered. The color panels on ventilator and accessary cabinets can be changed to mix or match with the room's decor. Send for descriptive bulletin on this attractive line.

(For Further Details Circle Index Code 027)

HARMONIOUS CEILING TILES

New ceiling materials available from The Celotex Corp., Chicago 3, are engineered for high sound absorption and decorative appeal. Included in the new acoustical line are the six products pictured: (left to right) Steelacoustic Panels, 2 ft. by 2 ft. or 2 ft. by 4 ft., lightweight steel with



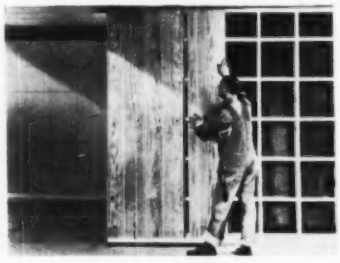
Six Decorator Patterns

corrugations formed and textured for multiple design possibilities; Muffletone Panels, measure 2 by 2 ft. or 2 by 4 ft., are of incombustible mineral fiber with a washable, vinyl finish; Perforated Mineral Fiber Tile, 2 by 2 ft., large size random pattern with edge-to-edge perforation to minimize joint lines; Profile Edge Tile, a ceiling border finish with step-down edge that eliminates cutting tile to fit borders and gives a dropped ceiling effect; Texture-tone Tile, a deep texture effect that hides joint lines and gives monolithic ceiling appearance; Plaid Design Tile, newest of the tiles, has a pattern of embossed striations which completely conceal joint lines and create a textural contrast with the surface. The new products in the Acousti-Celotex line are manufactured in various types to meet every building code. For more details, write to the manufacturer.

(For Further Details Circle Index Code 028)

MODERN DIVIDER WALLS

Installation and maintenance costs, always an important consideration in a modernization project, are reduced to the minimum by a new plastic-surfaced paneling. Marlite Random Plank is made by Marsh Wall Products, Inc., Dover, Ohio. Available in six attractive Trendwood finishes, the planks have random grooves which create a modern wall treatment of varying width panels to complement any decor. Tongue-and-groove



Panels Fit Together

edges and special metal clips enable workmen to install the 16 in. by 8 ft. planks quickly over solid backing or furring strips. Adhesive can also be used. Functional divider walls can be built easily by installing the planks over a stud wall which has been furred. Random Plank has a baked melamine plastic surface which is especially suitable for heavy traffic areas. Stains and scuff marks can be wiped off with a sudsy cloth. It requires no painting or further protection.

(For Further Details Circle Index Code 029)

EXECUTIVE CHAIR

An executive swivel chair, offers luxury features at popular prices. Available from Royal Metal Manufacturing Co., New York 16, N. Y., the Royal No. 1230 can be ordered with either a standard spring tilting mechanism or the new "Torsion-Tilt." The upholstered chair features a large, contour back molded for all-day comfort; ball-bearing casters; mar-proof plastic kick plates; and arm rests of high impact plastic. The chair is designed for comfort, durability, and mobility.

(For Further Details Circle Index Code 030)

LOW-COST, AUTOMATIC FIRE ALARM

A low-cost, heat sensitive fire alarm connected with a single or double horn system is offered by Standard Fire Alarm & Signal Inc., Jenkintown, Pa. The alarm has a patented, visual glass eye monitor indicating liquid level that requires no maintenance or dismounting. Containing no moving parts, batteries, or wires, it sounds a blast of noise lasting for 15 to 20 minutes that can be heard for ¾ of a mile. Alarms are available in fixed temperatures of 136° and 174° F. where ceiling temperatures do not exceed 100° and 150° F. respectively. When temperature reaches the unit's operating point, pressure is released to activate the signal horn. Activated by DuPont Freon R., the 9¼ by 3 in. unit is U.L. approved for 1500 ft. of tubing for one or an unlimited number of areas where early and positive fire warning is necessary. Signal horns may be located inside or outside of the building.

(For Further Details Circle Index Code 031)

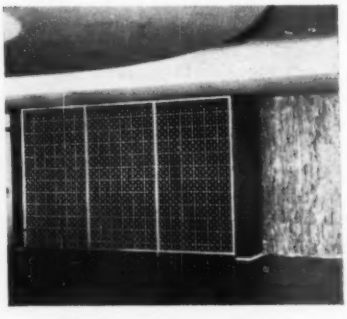
FLOOR AND STREET MARKER

Morgan Adhesives Co., Mactac Div., Stow, Ohio, has introduced a tough material with pressure sensitive backing for marking highways and floors. The new material is reported to be more durable than regular marking paints. Called Mactac, it is as easily cut as paper for any desired word, number, or symbol. When Mactac is pressed into place, traffic seals it tight to pavement or floor. Because the material is so thin it is not scuffed by snowplow or vehicles. Made in bright yellow or white, it is available in standard rectagular strips, sheets, or rolls.

(For Further Details Circle Index Code 032)

GRILLEWORK DIVIDER

This attractive grillework can be used as a space divider or as a screen in entryways, cafeterias, shops, and class-



White or Custom Colors

rooms. Filigrille is an exclusive new product from Holcomb & Hoke Co., Inc., Indianapolis, Ind. Engineered for simple, economical installation, the grillework is available in standard designs and factory-fabricated, custom panels. It is offered in standard white, but can also be factory painted in colors or metallics. Write for additional details.

(For Further Details Circle Index Code 033)

LOW-COST OFFSET MASTERS

A new method for making inexpensive paper masters for offset reproduction of virtually any type of printed, typed, written or drawn original has been introduced by Eastman Kodak Co., Rochester 4, N. Y. The Ektalith method, designed for short press runs under roomlight office conditions, is especially suitable for the production of school, church, or institutional bulletins. With accessory units it is also possible to produce enlarged, reduced, or same-size copies of many kinds of documents, such as microfilm records, file cards, checks, charts, and correspondence. Masters are produced photographically in two minutes from any kind of paper, opaque or translucent. Using standard duplicating equipment, hundreds and often more than 2000 legible copies can be

For Office Operation

produced from one master. The paper masters can be easily corrected with a moistened eraser or ink eradicator. The Ektalith table-top equipment includes a loader processor, two processors for use with darkroom cameras, and a copy unit that can be used with any of the three. Send for full details and price information.

(For Further Details Circle Index Code 034)

CORROSION RESISTANT FLOORING

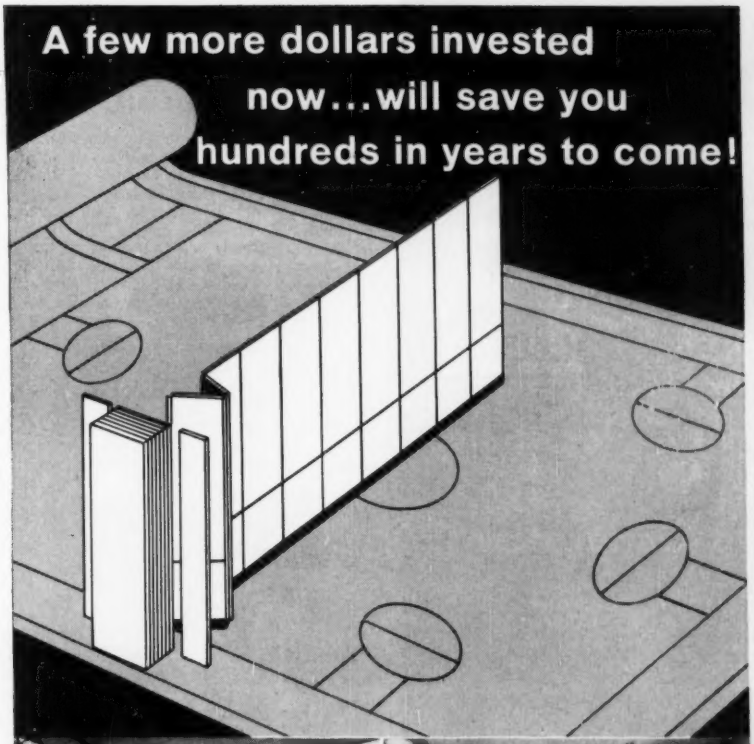
Corocrete Terrazzo Flooring, by The Ceilcote Co., Cleveland 9, Ohio, features extreme corrosion resistance and high strength. The new material is described as physically superior to ordinary terrazzo and concrete floors because it is especially treated for maximum resistance to thermal shock and impact, two common causes of damage. It is especially recommended for laboratory installations and commercial and institutional kitchens where flooring must resist acid, alkalies, chemicals, solvents, and cleaning agents. It can be ordered in a variety of colors with silica chips for maximum corrosion resistance, or with marble chips for less corrosive conditions. For acute corrosion areas or rigorous load requirements, the manufacturer offers a special membrane to minimize cracking. The floor can be poured by cement contractors or plant maintenance crews.

(For Further Details Circle Index Code 035)

(Continued on page 76)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

A few more dollars invested now...will save you hundreds in years to come!



Shadle Park High School, Spokane, Washington, Culler, Gale, Martell and Norrie, Architects

Grace McWayne School, Batavia, Illinois, Raymond A. Orput, Rockford, Architect

R-W FOLDING PARTITIONS

for gymnasiums, classrooms and auditoriums

Initially it may cost a few more dollars to buy the rugged strength, sound-retarding qualities and dependable, trouble-free operation of an R-W Folding Partition. However, in the years to come, the inherent quality of every R-W Folding Partition will "pay-off" with a saving of tax dollars through reduced maintenance, repair and redecorating costs. You can pay less—you can pay more—but you cannot buy more actual value for each dollar invested or a finer product than an R-W Folding Partition. For complete information on how R-W Folding Partitions will effectively divide space and sound in gymnasiums, classrooms and auditoriums at an ultimate savings in cost, write for your free copy of Catalog No. 600.

VISIT US IN BOOTHS 1352 – 1354 at The NEA CONVENTION ATLANTIC CITY FEB. 13 – 17

R W

Richards-Wilcox

MANUFACTURING COMPANY

FOLDING PARTITION DIVISION

510 W. THIRD ST. • AURORA, ILL. Branches in all Principal Cities

(For more information from advertisers, use the postcard on page 81)

Weber Costello Chalkboard

SETS THE PACE TODAY

as it has for 3 Generations!

The outstanding line of chalkboard today from a standpoint of highest quality, scientific writing surface and overall construction, just as it was the best available three generations ago. A complete line of chalkboards, to meet every budget, distributed through high caliber qualified distributors and backed by an honest-to-goodness service policy that goes on and on after the installation is made.

WEBER COSTELLO CHALKBOARD, CHALK AND ERASERS ARE THE

Best in every class!

Weber Costello Co. World's Finest

WRITE FOR LITERATURE

WEBER COSTELLO CO.
Chicago Heights, Ill.
Toronto, Ontario

Manufacturers of: Chalkboard, Chalk, Erasers, Art Material, Maps, Globes

News of Products . . .

(Continued from page 75)

BUDGET SCIENCE TABLE

A portable science table, designed for schools that do not have permanent science facilities, is priced low enough to fit the budget of even the smallest elementary school. Made by Grade Aid Corp., Nashua, N. H., this Junior Model No. 6501 is completely self-contained, mounted on two large, heavy-duty casters for portability. The 48 by 30 in. Fiberesin top has a Melamine plastic surface that

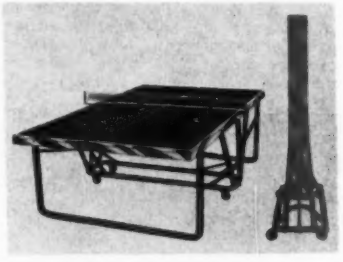
For Elementary Schools

resists wear, scratches, heat, and chemical stains. All-steel construction insures durability and fire safety. The unit provides generous locked storage space and is equipped with water, gas, and electrical facilities. A deluxe model is also available. Send for catalog and price sheets.

(For Further Details Circle Index Code 036)

FOLD-UP RECREATION TABLE

An official-sized, 5 by 9 ft. table tennis table designed to withstand heavy school and institutional use, is available from Brinktun, Inc., Minneapolis, Minn. The table folds and locks into closed position



Net Stays in Place

in seconds and opens in one easy motion. The top folds in to protect the playing surface, net stays in playing position even when folded. Closed width is 4¼ in. at table, 17 in. at base, and height is 5 ft. 7 in. The top is ¾ in. plyblend with plasticized playing surface. Send for details on this and an all-steel frame utility table.

(For Further Details Circle Index Code 037)

Free illustrated booklet shows you how **TELKEE** saves you time and money, gives you new convenience.

Stops time wasted locating lost or borrowed keys

Eliminates expensive lock replacement and repairs

Organizes all your keys in one convenient system

What's more, **TELKEE** guarantees maximum security and privacy —keeps keys in authorized hands, always.

TELKEE's in control, wherever keys are used—in offices, factories, stores; in schools, hospitals, housing; in industry, institutions, transportation, and government.

FREE: send today

TEL KEE

The MOORE KEY CONTROL System

P. O. MOORE, INC., Glen Riddle 5, Pa.
Please send free TELKEE Booklet

Name_____

Company_____

Address_____

City_____ State_____

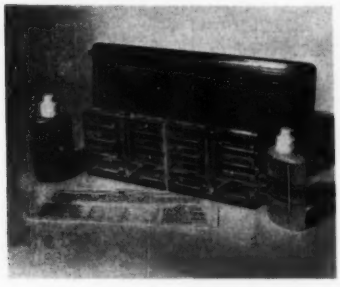
ETV HOOKUP FOR 30 SCHOOLS

A television repeater system which permits entire school districts to receive programs from distant educational stations, is offered by Adler Electronics, Inc., New Rochelle, N. Y. "The Translator" together with low-power U.H.F. transmitters and relaying equipment can be combined into etv networks covering an entire state or region. Currently in use in Skagit County, Wash., the Translator serves 30 schools and is also received into homes located in the five school district area. The repeater rebroadcasts programs from an etv station in Seattle, 65 miles away. It was installed at a total cost of $6,500. Send for full details.

(For Further Details Circle Index Code 038)

SWIMMING POOL TEST SET

A swimming pool test set, designed to control chlorine and alkali content, has been developed by Industrial Specialties, div. of Frank Industries, Van Nuys, Calif.



Color Chemical Test

The manufacturer states that the test set is easy and economical to use. Sixteen color standards, each sealed in a glass vial and encased in a clear Plexiglas block, allow precise and clear-cut readings. The set is complete with two large bottles of indicator solution, packaged in an opaque vinyl case. Send for full details.

(For Further Details Circle Index Code 039)

TWO-DOOR LOCKING SCIENCE CABINET

A science cabinet for elementary teaching is the most recent addition to a line of mobile classroom furniture made by Fleetwood Furniture Co., Zeeland, Mich. The cabinet, designed by Henry P. Glass Associates, Chicago, offers ample work and storage space. The wide, black top is of chemical- and mar-resistant, laminated plastic. The cabinet base is of white maple, veneer panels, and has double doors that can be locked with a key. Unit is equipped with apparatus supports, hand-pump with gooseneck faucet, swivel, electrical cord reel, and dual outlet receptacle. The frame of steel tubing is mounted on heavy-duty casters which can be locked into place.

(For Further Details Circle Index Code 040)

(Continued on page 78)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

3 MAJOR REASONS WHY

1 Engineering Excellence is the heart of Metalab leadership in laboratory equipment and furniture. This is because years-ahead thinking, planning and performing at Metalab is based on widest experience, backed by facilities that are unsurpassed in the field.

2 Engineering Services are part and parcel of Metalab-Labcraft philosophy of doing business. Metalab designed, engineered and installed science classrooms save time, space and provide maximum efficiency for both instructor and students.

3 Technical Advances in construction, materials and production techniques assure Metalab-Labcraft equipped laboratories unexcelled benefits in function and durability, as well as initial and long-range economy. *The "Centerscope" laboratory teaching units (illustrated) represent one of the most important advances in design and utility of educational science equipment on the market today.*

...science classrooms specify METALAB LABCRAFT

WRITE FOR THE LATEST METALAB CATALOG COVERING EQUIPMENT AND FURNITURE FOR THE EDUCATIONAL SCIENCE LABORATORY.

METALAB Equipment Company
236 Duffy Avenue, Hicksville, L.I., New York

(For more information from advertisers, use the postcard on page 81)

News of Products . . .

(Continued from page 77)

ACOUSTICAL FIBERBOARD

A new interior finish fiberboard combines acoustical efficiency, structural strength, decoration, and insulation. Made by Armstrong Cork Co., Lancaster, Pa., Classic Cushiontone Plank is designed for walls and special ceiling applications. Available in 8- or 10-ft. sections, 12 in. wide, it features a lace-like arrangement of tiny sound absorbent perforations on the surface. The product absorbs up to 70 per cent of the noise that strikes wall surface. It can be nailed or stapled to wood furring strips, or cemented directly to existing wall, and is easily cut to meet customized specifications. It is factory-finished with a washable white paint that eliminates glare, yet provides even light reflectance. The fiberboard can be repainted, if desired, by using either the brush or spray method without impairing its acoustical efficiency.

(For Further Details Circle Index Code 041)

ACCURATE RELIEF GLOBES

Tru-Vue, two-globes-in-one, from Weber Costello Co., Chicago Heights, Ill., is an interesting new geography teaching aid. This relief globe consists of two globes: an inner black or blue globe encased in a transparent plastic outer globe that has all land areas raised in relief above sea level. The globe measures 12 in. in diameter at sea level, 13 in. at high elevations, and 3 ft. in circumference. The shell is made of Midlon B, a butyrate plastic material that will not discolor, is practically unbreakable, will not shrink or expand. It can be marked with grease pencil or marking device and easily erased. The globe is reproduced in 12 color tones and has a chrome base and semi-meridian.

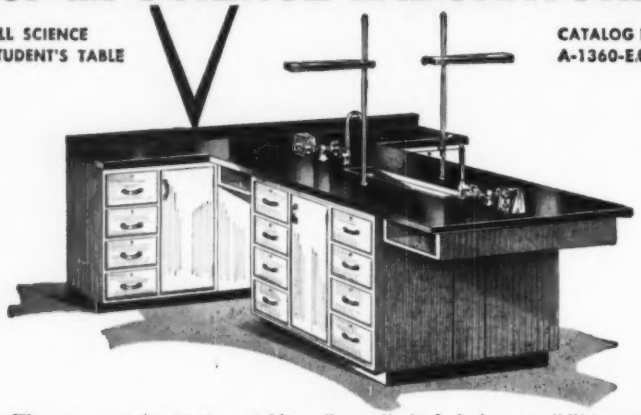
Two Globes in One

(For Further Details Circle Index Code 042)

Quality / FURNITURE
for all SCIENCE LABORATORIES

ALL SCIENCE STUDENT'S TABLE

CATALOG NO. A-1360-E.C



These new perimeter type tables offer unlimited design possibilities and arrangements from standard interchangeable base units. They provide numerous advantages for new construction design as well as for use in remodeling for Chemistry, Physics, Biology and General Science laboratories. Our representative engineer will be pleased to discuss your requirements and show you the entire line of Peterson furniture that has been the choice of leading educators and industrial furniture users for more than 65 years.

Write Dept. 1224 for Brochure Number 12. It's FREE

LEONARD PETERSON & CO., INC.
1222 FULLERTON AVENUE, CHICAGO 14, ILLINOIS

PLASTICS EXPERIMENTAL KIT

A low-cost plastics experiment kit for science and chemistry classes in elementary and high schools has been announced by D. J. Peterson Co., Sheboygan, Wis.

5 Experiments Possible

The Poly-Ep Experimental Kit provides materials, apparatus, and instruction text for five practical experiments, resulting in thermosetting plastic coating, plastic concrete, plastic adhesive, castings, and plastic solder. Polyamide and epoxy resins used in the experiments are completely safe and nontoxic. The 8-page, illustrated instruction manual presents a discussion of the varieties, properties, and uses of modern plastics. Priced at under $6 per kit, the units are sold in cartons of six.

(For Further Details Circle Index Code 043)

SPECIAL TYPING SYMBOLS

An interchangeable type bar with scientific and special business symbols is a new standard feature, included at no extra cost, on Remington Electric typewriters. The type bar enables a typist

Announcing ALL-NEW
monroe FOLD-KING
FOLDING BANQUET TABLE LINE

FREE—1960 CATALOG AND DIRECT-TO-INSTITUTIONS PRICES

Kitchen committees, social groups, attention! Direct-from-factory prices — discounts up to 40% — terms. Churches, Schools, Clubs, Lodges and all organizations. Our new MONROE 1960 FOLD-KING FOLDING BANQUET TABLES are unmatched for quality, durability, convenience, handsome appearance. NEW—completely automatic lock on pedestals and legs, "snaps" them rigidly in place. New pedestal and frame construction. 68 models and sizes.

Ask for our beautiful new catalog with color pictures of Folding Tables, Folding Chairs, Table and Chair Trucks, Portable Partitions, Bulletin Boards, Folding Risers and Platforms. Send to:

THE MONROE COMPANY 6 Church St. COLFAX, IOWA

(For more information from advertisers, use the postcard on page 81)

Torjesen

"WALL-A-WAY"
FOLDING
PARTITIONS

ELECTRICAL OR MANUAL OPERATION TO DIVIDE GYMNASIUMS, AUDITORIUMS CLASSROOMS, OFFICES, ETC.

NOW—for the same price as duck, you can have a Vinyl or "Toroply" covered partition that cuts maintenance costs 75% to 80%.

Send for detailed catalog with list of local representatives

TORJESEN, INC.
209-25th St., Brooklyn 32, N.Y.
Telephone: SOuth 8-1020

to quickly snap on special symbols which may be needed for typing data in any one of 18 fields. No mechanical adjustment is needed, a magnetized tweezers is the only tool. Currently available are type faces for: astronomy, biology, chemistry, commerce, electricity and electronics, engineering, languages, law, literature, mathematics, medicine, meteorology and oceanography, phonetics, physics, railroads and tariffs, research libraries and museums, shipping manifests, and weather. Especially designed symbols and trademarks can also be ordered. Write to Remington Rand, Div. Sperry Rand Corp., New York 10.

(For Further Details Circle Index Code 044)

A relamping plan for users of large quantities of fluorescent lamps is detailed in "Group Relamping Plan," published by **Westinghouse Electric Corp.**, Westinghouse Lamp Div., Bloomfield, N. J. Sample calculations applicable to the user's own relamping schedule are included. Send for Booklet A-6832.

(For Further Details Circle Index Code 045)

"Treasure Chest of Audio-Visual Ideas," a 16-page, illustrated booklet from **Victor Animatograph Corp.**, Plainville, Conn., will be of interest to those concerned with audio-visual programs in schools. Send for a free copy.

(For Further Details Circle Index Code 046)

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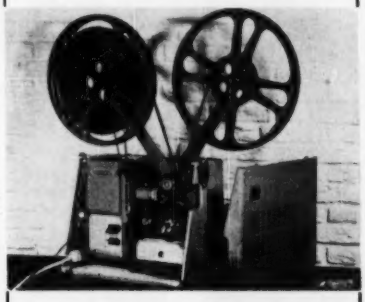
QUIETEST

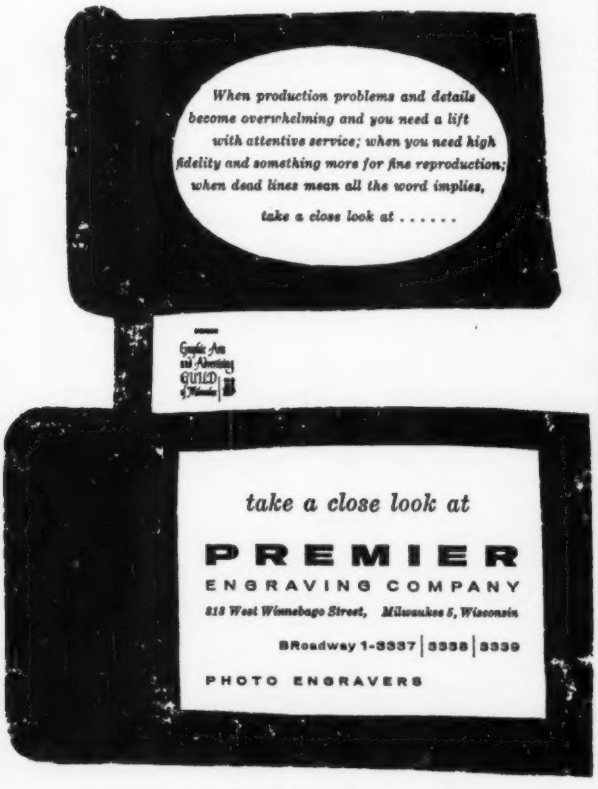
running 16mm sound projector ever built



KALART VICTOR

FREE — Treasure Chest of Audio-Visual Ideas. Illustrated booklet tells how to use film most effectively. For your copy, circle item 241, Reader's Service Section, page 81.

Victor Animatograph Corp.,
Div. of Kalart
Plainville, Connecticut


When production problems and details become overwhelming and you need a lift with attentive service; when you need high fidelity and something more for fine reproduction; when dead lines mean all the word implies,
take a close look at .....
Graphic Arts and Advertising Guild of Milwaukee
take a close look at
PREMIER
ENGRAVING COMPANY
218 West Winnebago Street, Milwaukee 5, Wisconsin
BRoadway 1-3337 | 3338 | 3339
PHOTO ENGRAVERS

The KEYSTONE Standard Overhead Projector
is available for purchase under the

National Defense Education Act

The Keystone Standard Overhead Projector is designed for the projection of Standard (3¼" x 4") Lantern Slides, Polaroid Slides, and Handmade Lantern Slides or, with appropriate accessories Tachistoslides (4" x 7"), 2" or 2¼" Slides, Strip Film, and Microscopic Slides.

It is useful —

In the Science Category with appropriate units of slides in Physics, Biology, General Science, Health, Physiography, and Elementary Science.

In the Mathematics Category in teaching Number-Combinations and Fraction-Combinations tachistoscopically; Solid Geometry with Stereograms.

In the Modern Languages Category in teaching French, Spanish, German and Russian with Tachistoscopic Units.

Write for Further Information or a Demonstration by our Local Representative. KEYSTONE VIEW CO., Meadville, Pa.

Since 1892, Producers of Superior Visual Aids.

SET THE STAGE FOR MORE ADVENTURE IN ART WITH STALEY-PRANG!

One of the amazing things about the Sta-Flo Prang Color Mixing Method is that it appeals to both Art Supervisors and Classroom teachers. The expansive programs are simple enough to stimulate creativity in elementary classrooms yet challenging enough to inspire the advanced student and artist.

CREATIVE-WISE BUDGET-WISE!

This happy color mixing method costs considerably less than many comparable materials, and helps assure new creative heights in your teaching program. Prang Powder Tempera and Staley Liquid Starch are readily available at your favorite source of supply.

Write today for our free folder, "Exciting Ideas With Sta-Flo Prang." Dept. AJ-75.

THE AMERICAN CRAYON COMPANY
SANDUSKY, OHIO NEW YORK

REMODELING COSTS

(Concluded from page 45)

is supplied by steam from boilers in the building at the other end of the block, piped through an underground tunnel 225 feet long. The tunnel, however, provided many other uses which proved most beneficial. The new cables that now run through this tunnel, carrying electric energy to all buildings from one new single service entrance, will make possible savings on light bills estimated to be as high as $500 per year. The unification of all program bells, clocks, fire-alarm systems and interbuilding communication systems was easily handled by this added service facility.

The complete rewiring and installation of suspended fluorescent fixtures in all classrooms, and strip-type fixtures in the corridors, provide the whole building with excellent lighting.

These facilities and new accommodations get splendid results as far as providing an eye-appealing finish, but the *most important result* and the prime reason for undertaking this project, was the elimination of those many hazards and conditions that prompted the title: "fire trap." In all the planning, the goal of improved health and safety standards was of first importance.

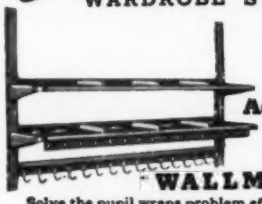
The two-color decorating scheme that was used in the classrooms brought together varying pastel shades of yellow, green, blue, flamingo pink, rose, and tan that blend in with the colors and designs of the asphalt tile floors. The natural light from the windows is controlled by the use of aluminum venetian blinds which give the rooms a cheerful, inviting atmosphere, and which provide a "home away from home" feeling for the more than 325 students who are now enjoying these new surroundings.

Face Lifting the Exterior

The face lifting that was applied to the exterior resulted in the disappearance of the familiar red bricks by covering them with a light tan resinous base product. This re-new coat masonry covering serves a dual purpose in sealing and waterproofing the exterior of the brick, and in giving a desired decorative value. The canopies built over the entrances provide weather protection to the students as well as to the new aluminum doors, which have full-length, nonbreakable glass panes.

Being able to complete such a job at a final cost of $234,958.10, only $2,131 over the original contracts, we think, speaks well for the project. But the real proof of its worth, that money spent for remodeling can be practical, is best expressed by one statement, made after an inspection of the building upon its completion, by the same person who made the original survey, "The life expectancy of this building has been increased by 50 years, and it is a better building than 65 per cent of the new elementary schools that are being built today in the state of Wisconsin." ■

Schooline®
WARDROBE SYSTEMS



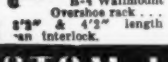
Fixed columns • adjustable shelves

Adjustable Height WALLMOUNTS

Solve the pupil wraps problem efficiently with Wallmount Coat and Hat Racks. Mount on any available wall space. Hat shelves and hanger bar adjustable on permanently attached columns to height for any age group. Double hat shelves and double row of spaced coat hooks accommodate 6 pupils per running foot. Basic 3' 2" or 4' 2" units interlock to make continuous racks to fit any space or capacity requirements.

Chalkrobe—combination wardrobe racks and chalkboard

Same as above . . . mounted on floor stand with Chalk Board of Cork Board and off-the-floor rack for overshoes. Each unit 4'2" in length.



Nos. B-3 & B-4 Wallmount Overshoe rack . . . 2'2" & 4'2" length can interlock.

Corkrobe—combination wardrobe rack and corkboard

CUSTOM-LINE

Aluminum Coat and Hat Racks

Tailored to fit any given open or closeted wall area. Smart in design and modern in "clear", "gold" deep etched anodized finishes and combinations. Quality built—closed-end aluminum tubing, rigidly held in cast aluminum brackets that are adjustable for height in dovetailed mounting extrusions. Brackets also adjustable to any desired centers.

Detail shows how dove-tail extrusions (which mount on any centers) hold brackets at any desired height.

Holds 72 coats and hats

Veep
Quick Folding PORTABLE Coat and Hat Racks

Wheels as readily as a small service cart. The Veep rack unfolds into a rigid 6' 6" long unit holding 72 coats and hats. Scientifically counterbalanced so that it can be set up literally in seconds and fold down for storage as easily as an umbrella. Built of square tubular steel with double hat shelves of closed-end aluminum tubes supported by cast aluminum brackets. Plated to assure permanent beauty. Quality in engineering, construction and finish. The most efficient equipment yet developed for dining and meeting rooms, stand-by equipment, etc. . . . for wherever the "load" varies.

Sets up with a sweep of the arms . . . in 2 or 3 seconds.

Wheels through ordinary doorways. 4' x 8' area stores racks for 720 people.

Write for Complete Catalog #206

VOGEL-PETERSON CO.
Rt. 83 & Madison St. • Elmhurst, Ill.

SCHOOL BOARD JOURNAL for FEBRUARY, 1960

READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisements and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

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21	**American Bottlers of Carbonated Beverages** Soft drink industry	67
22	**American Crayon Company** Powdered tempera and Sta-Flo starch	80
23	**American Playground Device Co.** Playground, swimming pool and dressing room equipment	14
24	**American Seating Company** **Ins. bet. 62 and 63** School seating	
25	**AVM Division — Drivotrainer Rockwell Mfg. Co.** **68 & 69** Driver training aid	
26	**Brodhead-Garrett Company** Latest in school shop supplies	61
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216	**Irwin Seating Co.** **2nd cover** New school desk top	
217	**Johnson Service Company** Temperature controls	1
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226	**National Sporting Goods Association** Sporting goods	70
227	**Nesbitt, Inc., John J.** **Ins. bet. 16 & 23** Air conditioning, heating and ventilating	

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These cards are provided for the convenience of THE AMERICAN SCHOOL BOARD JOURNAL readers in requesting information on products, services, booklets, and catalogs offered by the advertisers in this issue.

February, 1960

THE AMERICAN SCHOOL BOARD JOURNAL
400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me the information, catalogs, or product literature offered in this issue.

ADVERTISING INDEX

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NEWS OF PRODUCTS FOR THE SCHOOLS

027 029 031 033 035 036 037 038 039 040 041 042 043 044 045 046
028 030 032 034

Also information on _____

Name _____

Title _____ School _____

City _____ Zone ____ State _____

February, 1960

THE AMERICAN SCHOOL BOARD JOURNAL
400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me the information, catalogs, or product literature offered in this issue.

ADVERTISING INDEX

20 23 26 29 212 215 218 221 224 227 230 233 236 239 242 244
21 24 27 210 213 216 219 222 225 228 231 234 237 240 243 245
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NEWS OF PRODUCTS FOR THE SCHOOLS

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Also information on _____

Name _____

Title _____ School _____

City _____ Zone ____ State _____

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The cards below are postpaid for your convenience in requesting product information, catalogs, and literature from advertisers and firms listed in this issue.

Postage Will Be Paid by Addressee

BUSINESS REPLY MAIL

First Class Permit No. 1112, Milwaukee 1, Wis.

AMERICAN SCHOOL BOARD JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN

No Postage Stamp Necessary If Mailed in the United States

Postage Will Be Paid by Addressee

BUSINESS REPLY MAIL

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AMERICAN SCHOOL BOARD JOURNAL

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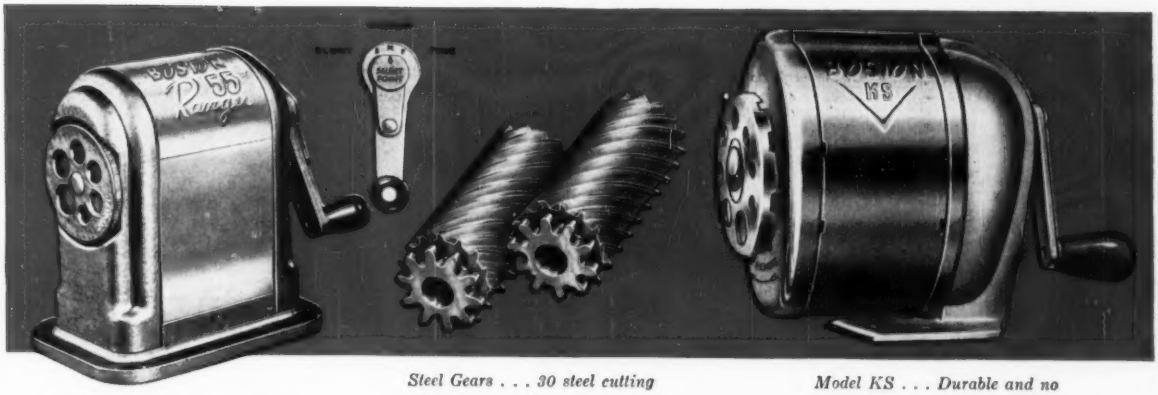

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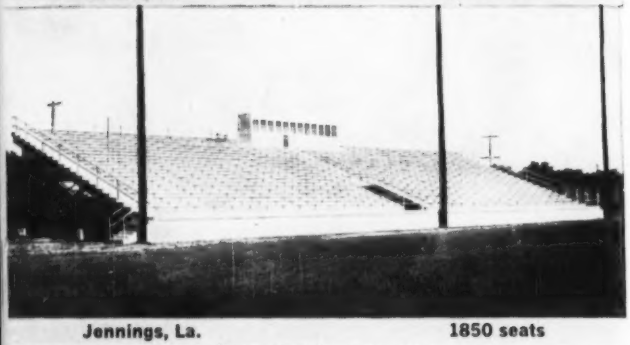

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